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ABSTRACT

The New York Industrial Education Centers combined the application of basic literacy, basic mathematics, and human development skills with exhaustive job development and placement efforts to secure jobs and upward mobility for persons 17-65 classified as disadvantaged. Training was conducted in 10-week cycles, with 100 trainees at each of two training centers for the two-year period of the grant. The Human Resources Development component was job readiness training conducted by group leaders in informal seminar sessions where trainees were encouraged to identify their skills and resources and to air and explore their attitudes toward work, supervisors, coworkers, family, and society at large. Of 660 previously unemployed graduates with whom contact could be made in the 30 and 90 day followup, 505 were employed. Of previously employed graduates reached, 50 percent had moved to better jobs, been promoted, or received salary increases. The retention rate of program graduates was higher than among regular gate hires. An independent evaluation concluded that the program successfully demonstrated its achievement of educational and employment objectives. A cost-effectiveness system evaluated the effect of training on earnings and the relationship between public investment and the return on investment through increased taxes and reduced welfare. (Author/AG)

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FINAL REPORT

1969 - 1971

NEW YORK INDUSTRIAL EDUCATION CENTER
ADULT BASIC EDUCATION MANPOWER TRAINING PROGRAM

This report was prepared pursuant to grants received by the State Education Department of the State of New York, from the Office of Education, Department of Health, Education and Welfare, under Sections 309b and 309c of the Adult Education Act of 1966, and Section 241 of the Manpower Development and Training Act of 1962. The project was sub-contracted to the United States R & D Corporation, New York, New York. The opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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ABSTRACT

Purpose

The New York Industrial Education Centers were funded as a demonstration manpower training and education project. They were to provide a unique experiment linking a leading state education institution and the private sector in the solution of a widespread public problem. The project would combine the application of basic literacy, basic mathematics, and human development skills, along with exhaustive job development and placement efforts to secure jobs and upward mobility for persons between the ages of 17 and 65 who were classified as disadvantaged. The result would show that undereducated, unemployed and underemployed adults, the "tax takers," could become "tax givers" through the constructive use of public funds.

Procedure

The design of the program provided basic education in combination with job readiness training (Human Resource Development) to help trainees relate the direct application of basic education and life skills to the finding and retaining of meaningful work.

Training was conducted in 10-week cycles, with 100 trainees at each of two training centers for a total of 1300 persons within the two year period of the grant. The program employed printed materials, designed by the United States R&D Corp., in English and Mathematics and a battery of audio-visual aids, such as classroom video tapes and compact teaching machines.

The HRD component was conducted by group leaders in informal seminar sessions which encouraged trainees to identify their skills and resources and to air and explore their attitudes toward work, supervisors, co-workers, family and the society at large. HRD provided practical instruction in job finding, interview techniques, employer-employee relations, health, budgeting, consumer buying and other subjects related to successful job-holding.

In addition, trainees were permitted to select an elective course for one hour a day. The choices included Typing Skills, English as a Second Language, Improving Reading Skills, Journalism, and Student Government.

Each full-time (35 hours per week) trainee received the standard MDTA stipend; the evening trainees (15 hours per week) received $10.00 per week to cover car fare and other incidental costs.

A leading university evaluated all aspects of the IEC program. The project also instituted a cost-effectiveness system to evaluate the effect of training on earnings and the relationship between public investment and the return on investment through increased taxes and reduced welfare.

Results and Conclusions

Of 660 graduates who had previously been unemployed and with whom contact could be made in the 30 day and 90 day follow-up, 505 had been placed, most of them within two weeks after graduation. This represents a placement rate of 76 per cent. Actually placement in the first year ran 82.5 per cent, but in the second year, when unemployment had doubled in New York, the placement rate was 70.7 per cent. 454 of these trainee graduates were employed in full-time jobs, the balance in either part-time jobs, vocational training programs or college.

Of those who had been employed part-time or full-time, pre-enrollment and during training and who could be reached for follow-up, 50 per cent had moved on to better jobs, been promoted or received salary increases. The average per trainee increase in salary was $1,118, projected annually. The aggregate individual earnings increase for IEC graduates, projected annually, was $1,824,228. It was clearly demonstrated that increased earning power had a direct relationship to improved academic skills.

Employers who found the retention rate among program graduates to be higher (77-85 per cent) than among regular gate hires, attributed much of this success to the Human Resource Development component.

ABE achievement of trainee graduates, measured by standardized tests administered both pre and post training, increased 1 ½ to 2 grades on the average, with some making 4 to 6 year gains.

The independent evaluation report concluded that *"the combination of basic adult education and human relations training provided a useful synthesis for achieving the twin employment and educational objectives of the N.Y.I.E.C. Program...The N.Y.I.E.C. Program has been demonstratively successful in qualifying unemployed and underemployed, undereducated adults for more successful participation in the world of work."*

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INTRODUCTION: AN OVERVIEW OF THE N.Y.I.E.C. PROJECT

The New York Industrial Education Center (N.Y.I.E.C.) has concluded a twice-funded training project which provides evidence that a leading education institution and a private business corporation can combine their resources to demonstrate that adult education, when intermixed with human resources development (motivational training) and job development, will enable the unemployed and underemployed to find good jobs, increase family earnings and lessen the possibility that the children of trainee graduates will grow up depending on welfare and living in poverty.

The project was operated under the direction of the New York State Education Department, sponsored by the New York Board of Trade, Inc. and managed by a private corporation, United States R & D Corp.

The New York Board of Trade is a non-profit business association consisting of over 400 members, primarily the leading corporations of America. Combining a commitment to social progress and a busines man's natural concern about where trained workers will come from in a rapidly changing city, the Board of Trade undertook to sponsor two Industrial Education Centers, which began operation in July of 1969.

Background - The "Cycle of Failure"

The Kerner Commission Report, in discussing the impact of unemployment and underemployment on the 1967 riots stated (on page 252), "The capacity to obtain and hold a good job is the traditional test of participation in American Society." In discussing the effect of social, economic and psychological disadvantages surrounding urban blacks, the report found that their work capacities and opportunities have been impaired. The report concluded that "The

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result is a "cycle of failure" — the employment disabilities of one generation breed those of the next." This, of course, applies to all minorities and to the disadvantaged white as well.

Many aspects of unemployment and underemployment are directly attributable to educational inadequacies. Nationally, the U.S. Office of Education estimates that there are 24 million Americans 18 and older who are functionally illiterate. The New York State Education Department reports that there are approximately 6,000,000 adult residents who do not have a high school education. A large percentage of minority adults are among the undereducated. Many of the disadvantaged must have their academic skills upgraded in order to enter employment, obtain promotions and go on to higher education, which, in turn, would lead to more advantageous and satisfying lifetime pursuits.

During the last decade, a significant number of Puerto Rican and Negro migrants have come to New York City from agrarian backgrounds, unprepared for urban living. The 1970 census report disclosed that the proportion of black residents in New York City rose from 14 per cent to 21 per cent in the nineteen-sixties. The city had gained 579,000 black residents, of which only 85,000 were from births in the existing population. In addition, an increasing number of non-English speaking people had arrived from Haiti, Hong Kong, the Dominican Republic and other Latin American countries. During the same period 617,000 white residents had moved out of New York City, either to the suburbs or to other states, often leaving jobs which needed to be filled from a new and untrained manpower supply. State statistics show that of current jobs in New York City, 340,000 or 9 percent, are filled by commuters, while 224,000 city residents were unemployed in 1971.

The problem is further compounded by two other factors: 1, the rising rate of school dropouts, whose educational competencies in the reading and arithmetic computation areas are below the level required for adequate performance in a job, particularly in an increasingly sophisticated and technological age; and 2, the continuing decline in pupil reading ability in New York City's schools.

The following chart represents the competency rate in central Harlem during the 1960-61 academic year:

	High School (1)		**Junior High School**	
	Boys	Girls	Boys	Girls
Number of Pupils	101	89	23	25
Reading Level:				
Superior	0.0%	3.4%	4.4%	0.0%
Normal	11.9	28.1	21.7	8.0
Inferior	65.3	49.4	52.5	80.0
Markedly Inferior	22.8	19.1	21.7	12.0

(1) Source - New York City Board of Education

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Of the dropouts recorded, 80 per cent of the high school boys listed, and 68.5 per cent of the high school girls were reading at least two to five grades below level. Those listed as inferior were reading from two to four grades below level, and those markedly inferior were reading five or more grades below level.

In the school year 1968-69, one third of public school pupils tested in New York City were a year below the national norm in reading comprehension and one-fourth were two years below their grade level. The test scores also showed that as children advanced through school there was a widening gap between the national norm and the scores here.

A similar situation exists in the field of mathematics.

As a result of deficiencies in education, the undereducated is either unable to obtain a job opportunity which would offer dignity or unable to obtain a decent income. Very often the person floats from job to job as a result of his increased frustrations and anti-social behavior becomes the all too frequent outlet.

During this same period, however, a lack of trained, motivated employees caused business and industrial leaders to look for under-educated persons as a labor source. In June, 1969, unemployment was at an almost all time low, but according to personnel directors, retention and motivation were a real problem. In New York there were many good entry and middle level jobs that did not require a college education, but did demand motivation and the ability to work with words and numbers; that is, a competency in basic education.

Stage Set for NYIEC

Thus, all the ingredients for a successful Industrial Education Center were present in New York City:

1) Unfilled jobs that were attractive.

2) Unemployed, underemployed and undereducated men and women.

3) Business and industry representatives who were supportive of this objective.

Recognizing that traditional educational institutions, curricula and methods, had, for various reasons, failed the target population described above, the United States R & D Corporation, after long study and experimentation, had developed a 10-week training program which was designed to meet their needs as well as the needs of American business and industry.

A major feature of this program was its focus on the goal of a qualified worker, permanently placed, with upward mobility.

The N.Y.I.E.C. was funded to train a total of 1300 disadvantaged men and women, 650 from the ranks of the unemployed on a full-time basis and 650 of the underemployed on a part-time basis. Two sites were selected for the training centers, one uptown at 2000 Broadway (68th Street) and the other downtown at 1 Hudson Street, both in Manhattan, each to serve 100 trainees per training cycle. Under the initial contract, funds were provided to conduct six ten-week training cycles each of which would accommodate 50 unemployed full-time trainees who met the criteria established by the State Employment Service for disadvantaged, and 50 underemployed part-time trainees, for a total of 600. Supplementary funding permitted the training of an additional 100 students, 50 full-time and 50 part-time, during Phase I of the program. Refunding enabled the training of an additional 600 of the target population in Phase II of the program, once again with 50 per cent to be recruited from the ranks of the unemployed and 50 per cent underemployed.

Cornell University Undertakes Evaluation of Project

In accordance with a stipulation included in the grant proposal, the U.S. Research and Development Corporation also entered into an evaluation contract with the New York State School of Industrial and Labor Relations, Cornell University. The evaluation study outlined in the contract focused on four principal elements:

"(1) evaluation of existing data concerning pre and post test scores of trainees, job placement rates, upper mobility trends, job retention rates and increased earnings of trainees;

(2) the evaluation of the curriculum and materials utilized in NYIEC. Project;

(3) expectations and attitudes of program trainees, of project trainers, and of employers with whom N.Y.I.E.C. graduate trainees have been placed concerning the N.Y.I.E.C. program;

(4) an effort to develop some measurement of comparative costs and benefits, provided valid data was or could be generated to complete these measurements."

Cornell's Findings - a Success Story

Cornell's Evaluation Report, based on an exhaustive study of the project concluded that:

. . "The pre and post-program test score results for the sample group of graduates .... indicate significant increases in educational achievement.

"The N.Y.I.E.C. program has been demonstratively successful in qualifying unemployed and underemployed, undereducated adults for more successful participation in the world of work.

"The most significant aspects of this achievement are reflected in the success of graduates in securing more secure and stable employment" and "the retention rate among program graduates as opposed to regular gate hires was higher." Responses from employers to the Cornell Team's questions also indicated that The I.E.C. graduates received good ratings on "the quality of their work" and "experienced a high rate of promotions.

"Graduates from the N.Y.I.E.C. program have on the average increased their annual rate of income by about $1000 over individuals who did not attend the program.

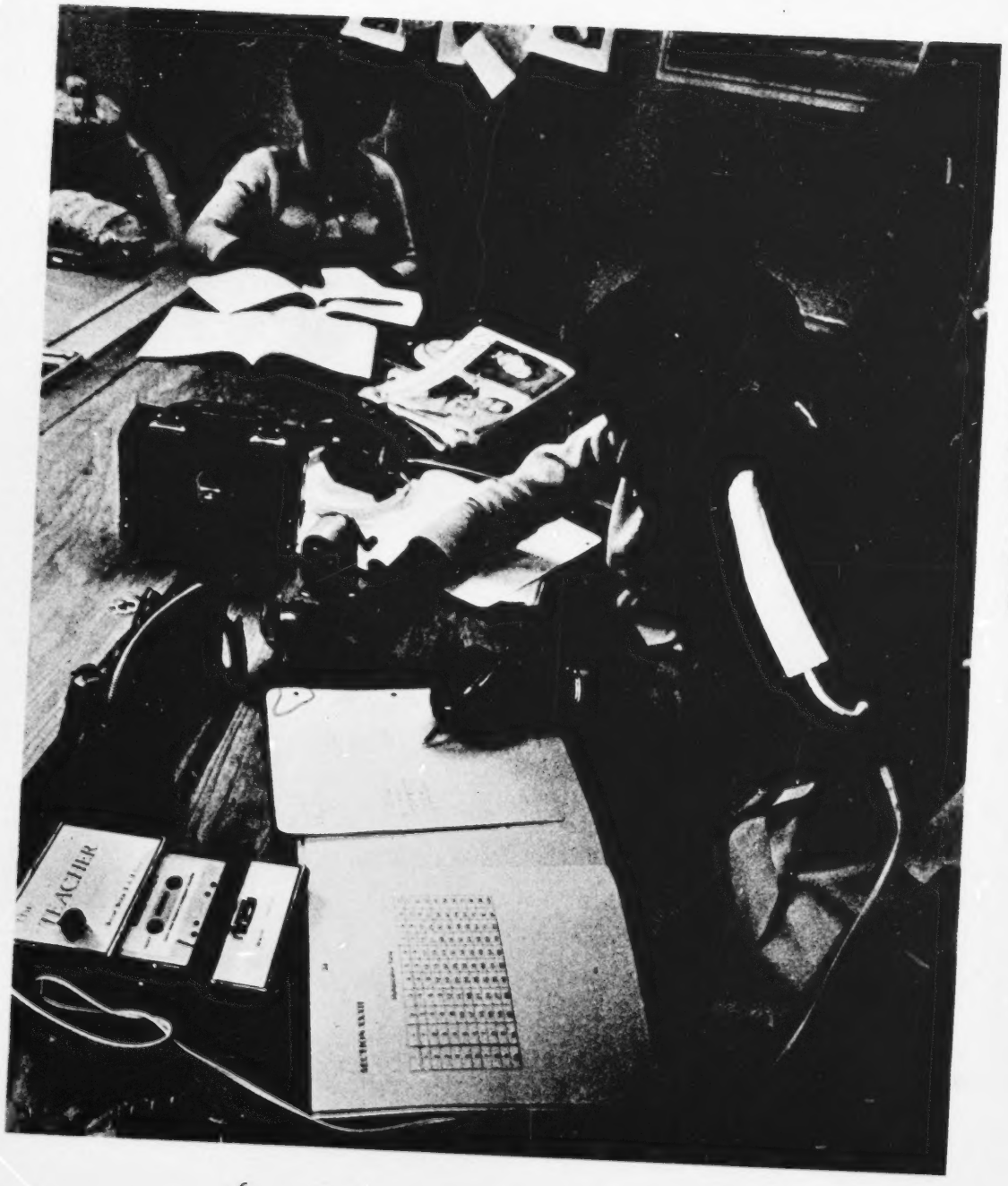
"The combination of basic adult education and human relations training provide a useful synthesis for achieving the twin employment and educational objectives of the N.Y.I.E.C. program .... math materials were well coordinated — allow the student to move at his own rate of speed and according to his ability .... the major strength of the reading materials lies in their obvious adult relevancy.

"The trainees themselves expressed a high degree of satisfaction with the program and their evaluations of the main benefits they perceived in the program were generally consistent with the expectations they entertained concerning the program prior to admission."

Other findings will be discussed in the body of the report.

Cost - Benefit Analysis: Project Pays Off

An unusual aspect of the N.Y.I.E.C. program was its multiple sources of funding which included Office of Education, Division of Adult Basic Education grants under section 309b of the Adult Education Act of 1966, the Office of Education, Special and Coupled Projects; Office of Education (MDTA) funds provided from the Manpower Development and Training Act of 1962; and the New York State Education Department.



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These were allocated as follows:

Phase I

No. of Trainees	Office of Education, Special Projects	Office of Education (MDTA)	N.Y. State Department of Education	Totals
600	$200,000	$248,590	$399,090	$847,680
100 additional		Supplementary (+)	164,146	164,146
				Total $1,011,826

Phase II

600	265,000	250,000	380,000	895,000
Totals 1,300	$465,000	$498,590	$943,236	$1,906,826

This represents a per capita expenditure from public funds of $1,467.

Based on additional net weekly income earned by graduates of the N.Y.I.E.C. (an average of $26.08 per week), the increase in annual income would be $1,356, according to the Cornell study which covered all but the last two cycles of the program. They stated that "an appropriately conservative estimate would be that to enter and graduate from the program will mean $1,000 per year in average earnings more than if the individual had not entered the program."

Comparing this to the per capita cost, they concluded this to be an "attractive benefit-cost situation." This report further pointed out that this increase in earned income was accompanied by a reduction in income from public sources and concluded that: "The impact of the program, therefore, is primarily in terms of increased benefits to the graduates themselves, but this is also accompanied by reduced public dependency and presumably increased tax yields."

In addition to the program funds, MDTA provided for stipends and-or allowances for the trainees. During the program, full-time trainees (those attending 5 days per week, 8 hours per day) received the regular MDTA stipends, which ranged from $30.00 per week for trainees on public assistance, to $50.00 plus $5.00 per dependent, with a maximum of $80.00 per week, per trainee. Trainees also received transportation allowances. Night trainees received an allowance of $2.00 per night in lieu of expenses. The administration of the stipends was handled by the New York State Labor Department, Division of Employment.

Program Design - a Total Package

The contractor's obligation was to provide services for the recruitment, selection, testing, training, assistance in job placement, follow-up services for each of the trainees and evaluations of the training cycles. The objective was to combine adult basic education with job readiness training (Human Resources Development) to produce a stable, productive employee able to cope with the pressures and demands of long-term employment and to demonstrate how tax-takers could become tax payers through the constructive use of public funds. All education materials were furnished by U.S. R & D Corporation.

For the adult basic education component of the program, trainers employed printed materials, designed by U.S. R & D which included progressive volumes of English and mathematics units covering the basics of word building, sentence structure, grammar, handwriting, accelerated reading, arithmetic computation and problem solving. A battery of audio-visual aids, such as classroom video-tapes and compact teaching machines, were used regularly, as were Adult Readers developed by the Bank Street College of Education. These are described more fully in the section on Basic Education Materials.

The Human Resources Development (HRD) component was conducted by group leaders in informal seminar sessions which encouraged a trainee to air and explore his attitude and behavior toward work, supervisors, co-workers, and the society at large. HRD provided, in addition, practical instruction in job finding, interviews, meeting qualifications and maintaining relationships on the job.

The Cornell Report stated that "the reactions of the trainees themselves and comments from a major employer indicated that HRD was a valuable and constructive component of the program ... the impact of the HRD program was positive. It enabled graduates to more easily adapt to work culture and to exhibit proper work habits."

The I.E.C. employed full-time job developers and full-time counsellors, the latter to assist trainees with vocational,

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personal, family, legal and medical problems.

It was designed to encompass a total program that would, in a relatively short period of time, provide a trainee with motivation, improved basic skills, support services, job procurement skills and a job. The training plan was based on a ten week cycle and was divided into full-time training and part-time training. Full-time training was for unemployed persons and was based on a forty hour week, thus conforming to the standard business work week in New York City.

The Trainees - Unemployed, Underemployed, and Undereducated

To be eligible for the full-time training, a person had to qualify as a disadvantaged person — that is, according to the New York State Employment Service, one who was:

1) A member of a poor family

2) Unemployed

3) Had one or more of the following characteristics:

School dropout

Minority group member

Under 22 years of age

Older worker (45 years or older)

Physically, mentally or socially handicapped

The part-time or evening training program was a ten week course conducted three hours per night, five nights a week. The night trainees were selected on the basis of being underemployed, persons who were either seeking promotional opportunities within their present employment setting, or were looking for better opportunities.

The ten week training program for both full and part-time participants was divided into the two major components — Human Resources Development and Adult Basic Education and enriched with extra-curricular activities and special subjects. The training day approximated the typical work day in the New York business community, 9:00 a.m. to 5:00 p.m. The evening program ran from 6:30 p.m. to 9:30 p.m. five nights a week.

The day program was divided as follows:

Adult Basic Education	150 hours
Human Resources Development	150 hours
Special Subjects	50
TOTAL	350 hours

In addition, day trainees had a one hour lunch break.

Trainees also had counselling sessions, extra-curricular activities and trips to museums and places of business which required additional time on their part.

The evening program consisted of 150 hours, 115 hours of which were concentrated on Adult Basic Education and 35 hours of Human Resources Development.

Job development, job search and job placements were integral parts of the program design. Follow-up was conducted at 30 and 90 day intervals following the graduation from each cycle.

Charting a Path for Change

The report which follows describes the operation of the New York Industrial Education Centers in all of its aspects, the problems it faced, and the results it achieved. It is our sincere hope that other governmental and private agencies will find herein replicable components of a system, combining adult basic education with modern business and training techniques, which can be more broadly applied to enable the unemployed and underemployed, undereducated American to take advantage of the same opportunities that are available to the majority of our population.

The relationship of education to income has long been established and was recently reconfirmed by the report of the Carnegie Commission on Higher Education. However, that report went further in measuring differences in attitudes and relationships, marital and parental adjustment, participation in community activities, voting, etc., which correlate to the number of years of schooling completed by a head of family, from 0-5th grade up through advanced or professional degrees.

Their conclusions reinforce beliefs that most Americans share about the value of education. But for the disadvantaged American who has been "turned off" by the conventional kind of schooling, alternatives can be designed, as we believe we have demonstrated, which can achieve the effects desired by the individual, by the business community and by the larger society, to the benefit of all. We trust with both humility and confidence, that experiments such as ours may provide clues to the restructuring of "formal" education to enable vast numbers of America's poor to become participating and contributing members of a viable democracy

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EARLY OPERATIONS AND SITE SELECTIONS

Initially, the N.Y.I.E.C. project was funded to commence operations during the summer of 1968, when the United States Office of Education made its grant pursuant to section 309b. Because of a delay in funding of the MDTA share, which included the trainee stipends, it took nearly ten months to get the Centers operational.

While the delay caused early program and staff morale problems, these conditions abated during the first cycle and had completely disappeared by the completion of Phase I. One adverse effect, however, that can be related to the training and the training cycles was the fact that due to the late start, the Centers had to so accelerate the time which had originally been allowed between cycles that the time allocated for placement, recruitment and individual follow-up had to be cut extremely short.

Moreover, during the period the Centers waited for funding, real estate prices increased, and several good locations in Brooklyn and Manhattan were rented to other occupants.

Two sites were finally selected, the first at 2000 Broadway (at 68th Street) which was occupied during the last week of May, 1969; and immediately after the opening of the first Center, a site for the second Center was located at One Hudson Street in lower Manhattan. This location was chosen because of its close proximity to the Wall Street job market and the Brooklyn labor market, and to a pool of prospective candidates from lower Manhattan business offices who could avail themselves of the Center's evening program. Easy transportation was available to both locations, particularly from the South Bronx, Harlem, lower Manhattan and Brooklyn, areas from which we anticipated drawing our trainee population.

Break with Traditional Concept of School

Both Centers of the N.Y.I.E.C. provided an attractive setting for the administration and conduct of this program. The classrooms or conference rooms were spacious, well lit, carpeted, and attractive, permitting the informal group interaction so essential to our approach to basic education and motivational training. Air conditioning was installed to make them comfortable during the summer months.

In the basic education classrooms conreference tables, specially designed and constructed with built-in cabinets to house the individual tape recorders, were used instead of the traditional student desks or tables. The trainer had no fixed location in the conference room in the conventional sense, no desk up front or other such identifiable position. A blackboard and bulletin board were also in the room, together with book shelves for the trainees' books and equipment.

The HRD classrooms were similar in size and decor to the Basic Education classrooms. With the exception of the special tables for the tape players, the rooms could be interchanged, and were from time to time. The HRD classrooms also each contained the video tape recorder, camera, and tape deck. Since role play was an important element in HRD sessions, the equipment was used extensively.

Additional rooms were provided for staff (with individual desks and file cabinets), storage and bookkeeping. Mimeograph and duplicating equipment for staff developed materials and training purposes were also installed. A confortable lounge area was set aside where the trainees could read, have snacks and talk. Games, such as chess, checkers, scrabble, etc. were available for the trainees' use. Counselling was normally conducted in the private offices of those charged with counselling.

The Broadway Center maintained a large conference room which was used for meetings and motion pictures. A library was also provided in each of the Centers.

We feel that the evironment which the two Centers offered, their break with the traditional concept of school, their convenience to transportation and their functional attributes contributed to our success. It was an atmosphere which the trainees seemed never anxious to leave.

STAFF SELECTION AND TRAINING

The staff has played an important role in the development of the I.E.C. concept. N.Y.I.E.C. staff was selected on the basis of experience and attitude, with sensitivity to the basic problems of dealing with disadvantaged adults being a major consideration in staff selection. No teaching certificates or teaching experience were required since the educational emphasis was on learning, not teaching.

In evaluating the backgrounds of individuals who were selected as trainers, great emphasis was placed on job related training — either in the Peace Corps, Job Corps or other experience. Approximately 50 per cent of the original professional staff were college graduates.

We have also found that trainee graduates provided a good source for the recruitment and development of office staff and trainers. Some individuals who had no apparent experience in this area demonstrated a sensitivity to the problems and an ability to communicate which made them very effective and dedicated trainers. A former graduate of One Hudson Street's first cycle, for example, was hired in May 1970 as the "records clerk." Thereafter he received salary increases and a promotion to a training position. He recently passed his G.E.D. examination, earning a high school equivalency diploma. His was not a unique experience. During the two year term of the project, eight members of staff had been recruited from the ranks of trainee graduates, four of them becoming trainers. Five of these took and passed the G.E.D. examination during this period.

Senior staff members were selected on the basis of previous training and experience in supervisory or administrative positions. The Project Director (Administrative Manager) during Phase I and part of Phase II was a lawyer who had extensive administrative experience in the areas of manpower, logistics, training and investigation. He was in over-all charge of the program, coordinating both Centers' activities, serving as liaison with the funding agencies and the New York Board of Trade, and directing the preparation of statistical data and program reports. When he took another position in the parent company, his job was assigned to another U.S.R&D staffer, who had directed several Industrial Education Centers in other parts of the country and who previously had been research coordinator of the Office of Inspection, Office of Economic Opportunity. Other administrative staff positions included an Education Manager, who had been a Phi Beta Kappa graduate of Hunter College with broad experience in commercial and educational fields, including service as the Training Director of a large chain of department stores and special assistant to a member of the New York City Board of Education; and a Comptroller, who had been Senior Fiscal Officer in the Human Resources Administration, New York City.

Each Center had a Director whose responsibilities included supervision of the internal operations of the Center and direction of staff. The Center Director at 2000 Broadway during Phase I brought a wide variety of experience from both the public and private sector. He had been a public school teacher, youth programmer for HARYOU and program coordinator with the Rochester, New York, Concentrated Employment Program.

The Director of the Hudson Street Center had had supervisory experience in the Job Corps and New York City Youth Board, as well as three years service with U.S.R&D where he rose through the ranks from Trainer to Training Director to Director.

The Center Director was assisted by a Deputy or Training Director in each Center, one of whom had been a veteran trainer, recruiter and job developer for Joint Action in Community Service, and the other having served as a Peace Corps Volunteer in Venezuela and as Mississippi field representative, Soutnwest region, Office of Economic Opportunity. Project staff also include a Job Developer and Vocational Counselor for each Center.

Trainers were employed to provide a ratio of one trainer for 10-14 trainees and each Center had four secretarial-clerical staff people and a maintenance man.

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In Phase I, the racial composition of the I.E.C. staff broke down as follows

Black	21
Spanish	5
White	13
Other	1
TOTAL	40

This can be further broken down into:

Senior Staff (Professional)

Black	6
White	4
Other	1
TOTAL	11

Professional Staff (Junior)

Black	11
White	6
Spanish	2
TOTAL	19

Secretarial-Clerical Staff

Black	2
White	3
Spanish	3
TOTAL	8

Non-Professional-Non-Clerical Staff

Black	2

In Phase II, after some changes in staffing, the ethnic distribution was as follows:

Phase II - March 31st, 1971

Senior Staff (Professionals)

Black	5
White	8
TOTAL	13

Professional Staff (Junior)

Black	16
White	5
Spanish	1
Other	1
TOTAL	23

Secretarial-Clerical Staff

Black	3
White	4
Spanish	3
TOTAL	10

Non-Professional-Non-Clerical Staff

Black	2

Note: The increase in professional staff was due to the separating of vocational counseling and job development functions, growing out of experience in Phase I

The secretarial-clerical staff was also increased to cope with the requirements of providing continuing support services to former graduates.

We feel that the staff was representative of the trainee body and provided a good balance at all levels in the administration of the program.

Use of Paraprofessionals Has a "Plus Quality"

The staff members had a wide range of life experiences and included former drug addicts, ex-convicts, Peace Corps volunteers, social workers and veterans, among them. The majority of the staff would be considered as non-or para-professional by local educational standards. An evaluation team from the State Education Department which observed the training operation in the 3rd and 9th week of one cycle concluded that the use of para-professionals as trainers seemed to "have a plus quality."

The Centers provided mobility and progression. All but one member of the first training staff at the Broadway Center, who remained with U.S.R&D, received promotions. The last cycle's Center Director and Training Director had both begun as trainers. Others of the staff had left for better opportunities or to return to school.

Included in the appendix of this report are some autobiographical sketches of staff members which they prepared for a trainee orientation handbook. An examination of these makes it apparent that few, if any, would meet the qualification requirements of school systems, public or private.

Nevertheless, in a questionnaire submitted to trainees by the Cornell University evaluation team, responses to the question:

"What did you like best about the program?" indicated that most placed the staff at the top of their list. The Cornell report states that "Especially striking in the trainee responses ...was the frequency with which they spoke enthusiastically about the Project's trainers and other staff members which confirmed the judgment of the evaluation team that the program staff was the key source of the success of the N.Y.I.E.C. project." This would appear to be a rather unique phenomenon in education. It raises serious questions about the continuing emphasis placed on teaching credentials in selection of staff for adult education programs.

Staff training, a combination of "encounter," curriculum design and group leader techniques, was conducted off-site prior to the start of the first training cycle. An observer from U.S.R&D's evaluation division participated in the training, questioned staff and analyzed the week-long session.

Positive reactions included a "general feeling that the chemistry of the Center would be good" and learning "not to discard people" at the first sign of an unpleasant trait. Negative reactions centered around the shortness of training, the lack of orientation to Center administrative operations and procedures, and the difficulty in distinguishing between "T-group" and HRD - group techniques.

Pre-cycle and subsequent training sessions always included the entire staff, not just trainers or supervisors. During the cycles and between cycles, ongoing staff training became a major component of the program, with special emphasis placed on the substance and presentation of individual curriculum subjects as well as on methods of handling behavioral and attitudinal problems in the groups. Management Training materials, developed by U.S.R&D, were utilized to encourage trainers to

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examine their own feelings and objectives.

Trainers were also encouraged to observe each other and to share both negative and positive experiences. Basic education trainers met weekly to evaluate curriculum presentations by their fellow trainers. The same type of weekly sessions were held by HRD group leaders. A consultant psychologist periodically served as a resource at these staff training sessions.

In addition, Center Directors and Training Directors observed groups in action and assisted trainers in one-to-one sessions.

Self-evaluation Encouraged

Encouragement of self-evaluation and the relaxed atmosphere were conducive to an effective learning experience. Indicative of the effort made in this direction are the "Staff Questionnaire," which was prepared by the Training Director of the 68th Street Center, and samples of the responses to it, which are included in the appendix. Staff criticisms and recommendations received careful consideration and responsiveness from the administrators of the program. An example of this was the reappraisal of staff responsibilities in the areas of job development and vocational counselling, the subsequent separation of these functions and greater involvement of the trainers themselves in job development.

One of the problems encountered in staff training, however, was the problem of scheduling the time since various shifts were utilized in order to cover both day and night training equitably. In the beginning cycles, trainers worked straight early shifts (9:00 a.m. to 6:00 p.m.) or straight late shifts (1:00 p.m. to 9:00 p.m.). Trainers in the latter category took the Special Classes from one to two in the afternoon, and had the hours from 2:00 - 5:00 p.m. for observing other trainers, preparing materials for their classes, and writing reports. Five to six was their dinner hour. Those in the day program utilized the hours from 1:00-2:00 p.m. and 5:00-6:00 p.m. for preparation and reports.

In later cycles, when there were 5 daytime classes and three groups at night at each of the centers, two trainers worked straight days and six worked a swing shift. That is, 4 days of the week they alternated between 9:00 a.m. to 6:00 p.m. and 1:00 to 9:00 p.m. and they alternated working Friday nights so that noone had that shift on a permanent basis.

With these schedules, weekly training was conducted during the dinner hour and night trainers had their dinner ordered in.

Sometimes the staff meeting was conducted from 1:00 to 2:00 p.m. The trainers would start their classes with programmed materials for a portion of the hour during which time a short meeting was held.

Another problem in training was the desire of the para-professionals to learn specific techniques, the 1,2,3 of "how to do it," but the nature of our program precluded such an approach. The HRD Group Leader Guide lists the objectives in outline form allowing maximum flexibility for implementation, but frequently new trainers expressed a desire for more "structured" training. The sharing of experiences and demonstrations in class by the Center Director and Training Director were invaluable in meeting these needs.

RECRUITMENT OF TRAINEES

First cycle recruitment for the New York Industrial Education Centers was accomplished by canvassing low income neighborhoods and distributing posters, flyers, buttons, etc. in housing projects, welfare centers, local stores, and recreation centers; by utilizing the media — radio, newspapers and television, with guest appearances on "Opportunity Line", "Focus" and other interview shows, by visiting and establishing rapport with local Manpower Centers and neighborhood agencies; and by soliciting referrals from the New York State Employment Service.

Initial recruitment was not easy. It was difficult to attract trainees to the Centers, and staff had to spend several weeks at "door-to-door" canvassing before the proposed manning levels were reached. In discussing recruitment procedures, the staff strongly recommended that recruiters dress as informally as possible, appealing to the tastes of the trainees being sought.

Appeal to Target Population

The ability of N.Y.I.E.C. staff to "rap" was a major factor in luring the first applicants to the Centers. It also helped to phrase I.E.C. advertising in terms that would appeal to the target population — "Dig Yourself" and "Get Yourself Together" for example.

These slogans sparked the applicants' curiosity, but the offering of stipends, improvement of academic skills and possible post program employment were the most commonly voiced reasons for applying. (In fact, a substantial number of applicants mistakenly considered the N.Y.I.E.C. a placement agency, but most decided to remain even when they learned what the program entailed).

It was difficult to speculate as to which factor or combination of factors initially stimulated someone to walk into the Center

— the slogans on the posters and buttons, the "pitch" on T.V. and radio, or the Dashiki clad assistant Director whose appearance promised something other than the traditional school experience.

By the beginning of cycle three, the Center reputation was sufficiently established so that much of the recruitment by foot was replaced by recruitment by telephone and letter. The canvassing and the distribution of buttons and flyers stopped and greater reliance was placed on referrals by former trainees, the neighborhood agencies and Manpower Centers which had been visited, media advertising and the NYSES. Normally, the NYSES had already certified a potential trainee as disadvantaged before he was referred to the Center. This speeded the certification process.

Underemployed Are Hard to Reach

Recruitment for the night trainees was even more difficult. The Board of Trade assisted by canvassing its membership for employers who were looking for ways in which an employee could upgrade himself. Some companies responded by publicizing the program and referring applicants. However, this did not provide a sizable pool of applicants. After the second cycle, recruiting through companies for the night program was abandoned in favor of using the same techniques used for day program recruitment.

The American Institute of Banking became an important referral source for foreign-educated persons who were looking for a means to improve their English so that they could be upgraded on the job. The West Side Haitian Association and the Chinatown Planning Council also referred a great number of applicants, as did drug rehabilitation programs and probation officers.

The Director of Public Relations for the New York Board of Trade was successful in

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IEC Recruitment Poster

getting public service, spot announcement time on radio and T.V. for both recruitment and job placement efforts. In addition, the N.Y.I.E.C. staff also prepared promotional materials for radio, as well as flyers for distribution. Samples of these are included in the appendix.

Recruitment Aided by Satisfied Customers

Recruiting became easier as the Centers achieved a degree of credibility with both trainees and established referral agencies. Toward the end of the Phase I year, individuals and agencies were seeking out the N.Y.I.E.C. program rather than being sought out by Center personnel.

In a questionnaire submitted to trainees by the Cornell University Evaluation Team, *"84.6 per cent of the graduates indicated that they had told someone else about the program and 83.7 per cent of the dropouts."*

Responses to questions about how trainees had learned of the program broke down as follows, according to the cornell data:

Radio-T.V. Posters, Newspapers:	7.6 %
Friends or Relatives	28.3 %
Recruiter:	4.0 %

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Employer:	3.0 %
At The Employment Service:	30.3 %
At The Welfare Department:	3.5 %
At The Community Action Agency	13.1 %
Other:	10.1 %

Subsequent data compiled at the conclusion of the program, two cycles after the completion of the Cornell study, indicate that trainees, both graduates and dropouts, had heard about the centers from the following sources:

	No. of Trainees	*Per cent of Total*
Employment-Manpower	645	46 %
Community Centers, Churches, Other Agencies	286	20 %
Advertising	107	8 %
I.E.C. Recruiters	26	2 %
Friends	307	22 %
Other	29	2 %
Total:	1,400	100 %

This data was culled from the initial intake forms and includes all but one cycle at Hudson Street.

SCREENING AND INTAKE

The recruiting and screening process normally took three to four weeks during which each prospective trainee was interviewed and tested. A Procedures Manual for Interviewing and Testing, prepared by the administrative staff of the N.Y.I.E.C., is included in the appendix.

The keys to the interview were income eligibility, disadvantaged status, head of household and general employability. Whenever possible, any person who was not eligible for the N.Y.I.E.C. program was referred to a place where it was felt that he or she could be helped. The screening process also helped in weeding out active addicts who could not withstand the routine of the full-time program, although a number of addicts did manage to enter and then dropped out of training.

Most important in the screening process was the opportunity to establish rapport with a prospective trainee and to let him get a sense of the atmosphere of the training facility.

The strains of Aretha Franklin or Isaac Hayes as he entered to apply for school, the spacious lounge, which was the focus of center activity, posters on the walls extolling accomplishments of earlier groups, brightly painted rooms and offices, and a free-wheeling but efficient staff all tended to disarm the nervous applicant and helped him communicate more openly with the interviewer.

Initial screening was conducted by the receptionist who gave the applicant two forms to fill out and return. Questions on the interview form were based in part on eligibility criteria for MDTA stipends. Other questions were designed to elicit information about the applicant's previous education and work experience and his willingness and ability to accept employment. His ability to complete these forms immediately revealed whether he could read and write English. Those who had excessive trouble were usually either foreign born with severe language handicaps or native born Americans with extremely low reading skills. Such applicants were directly referred either to programs that specifically offered English as a second language or to manpower centers for placement in straight remedial reading programs.

Other applicants who could often be screened by the receptionist without a formal interview were those desiring only skill training, those clearly overqualified for the program (college students, skilled professionals), and people with *obvious* emotional or health problems, such as gross obesity or drug symptoms. If any applicant refused to be referred without an interview, he was usually sent to an interviewer for further screening.

The training and administrative staffs conducted the in-depth interviews. An interview lasted anywhere from 15 minutes to an hour depending on the complexity of an applicant's situation. Most of the questions on the interview form required more than a monosyllabic answer, with those concerning reasons for applying and job histories eliciting the longest responses. Questions about family income and support of dependents consumed time because people were often confused and unsure of their information or were reluctant to reveal it. The same was true for people with police records.

In all areas of the interview, the interviewer's approach was crucial. The way questions were asked could influence a trainee's future attitude toward the program. Staff training explored ways of establishing a basic rapport with applicants so that the interviewer could obtain the fullest possible picture of the person he was meeting, and the potential trainee could be exposed to the style that would characterize his later training at the center. A warm greeting and

some casual questions like "How do you feel?" or "Did you have trouble finding the center?" or "What kind of place did you expect this to be?" set a conversational and non-patronizing tone.

Difficult sections of the interview lent themselves to various approaches. Embarrassment over family income might be softened by saying "Just try to tell me everything you can because I would want to be sure you received all the money you're entitled to in this program." To those hesitant to reveal information on academic and job histories, the interviewer might comment "We need this information mainly so we'll know what to build into your training here. Don't worry about the past. The important thing is that you came back to school voluntarily which means you're sincere about continuing your education and getting a good job." From there interviewer and applicants were able to move on to specifics about schools attended, jobs held, places and dates.

Questions about records and addiction required special sensitivity from the interviewer. If the applicant felt threatened, he would reveal nothing. The interviewer usually stressed that the information would be held confidential; that it would not influence whether he would be accepted in the program, but that "being straight" about it was a good policy in applying for any job. Most applicants did not have records, and a "no" response usually went unquestioned unless the person had been referred from a parole office or a drug program.

The N.Y.I.E.C. staff felt strongly that a friendly and nonpatronizing interviewer plus an informal and non-threatening atmosphere helped to insure that the prospective trainee would actually show up on the first day of training.

When asked his reasons for applying, the average applicant stressed a need to improve academic skills or prepare for a job. It was a

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good opportunity for the trainer to discuss other aspects of the program (HRD and supplementary classes) which might help him reach his goals. This usually provoked an interested response, and it was one of the few moments during the interview when a real exchange of ideas could take place.

The time alloted for each interview depended on the number of applicants in a given day. The interviewer was obligated to work through the form efficiently without appearing bored or impatient. Some applicants remained passive despite attempts to involve them, but most seemed to warm to the style of the interview.

By the end of this session. the interviewer knew much more about an individual and could better assess the program's relevance to his needs. Certain kinds of new information would also automatically disqualify a person at this stage because M.D.T.A. requirements mandate that married women living with their husbands, individuals whose families earned more than the allowable income in a one year period, and people who are over 22 and cannot prove a full year's working experience are ineligible for the program.

Moreover, if the applicant mentioned a severe health problem that he neglected to indicate on the initial intake form, or if it became clear that he specifically desired a different kind of program or had a pending court date, he was advised that the program was not for him and where possible, such an applicant was referred to an appropriate agency or program.

A partial list of referral sources used during the course of the program include:

Puerto Rican Community Development Project
Federation Employment and Guidance Center
Puerto Rican Forum, Inc.
Chelsea Neighborhood Center
Joint Apprenticeship Program
Urban League Placement Center
Opportunities Industrialization Center
Harlem Teams for Self Help
Concentrated Employment Program

The information obtained in the interview was useful to HRD and BE trainers who would plan their classroom strategies and personal counseling around it. Expressed or implied attitudes about work, one's abilities, "the system," other people, etc. were more directly confronted in HRD, while BE trainers would try to remove blocks about school and anticipated academic failure. There was interaction too becauses both tried to speak to the "total person." So both trainers were concerned about personal problems revealed in the interview that the center might be able to rectify, be they housing, medical or welfare problems or even disputes within the family that might prevent the trainee from successfully completing the program.

In addition to the interview, all applicants were tested in order to establish actual achievement levels. While target achievement levels for applicants had been set at scores below grade 8, those with higher scores were also accepted if the interviewer identified special needs, such as a poor attitude toward work or a criminal or drug record which might prevent him from obtaining employment without the aid of the N.Y.I.E.C.

The BE trainer was especially interested in the level of formal schooling attained and the results achieved in this third phase of the intake procedure which was the administering of the Stanford Achievement Test, Intermediate II battery, form W, X or Y. When the formal interview was completed, the applicant received the SAT with approximately nine other applicants in one of the regular classrooms. The two sections of the test given at this time were "paragraph meaning" (30 minutes) to measure reading speed and comprehension, and "arithmetic computation" (35 minutes) to measure speed and accuracy in computing non-verbal basic math problems.

Although the staff gradually came to question the SAT as a valid guage of the abilities of this population, the BE trainers continued to use the scores in planning a trainee's course of study at the center. For example, the trainer might analyze a "computation" answer sheet to determine the kinds of problems missed and whether these formed a pattern. When the cycle began he might suggest to the trainee a book in the "World of Numbers" series that matched his demonstrated ability in math.

Suprisingly, throughout the entire course of the program, most applicants responded well to the testing situations. A number of people had been unable to answer more than a few questions and some had left answer sheets blank, but there had been no outright refusals to try the test, no indignant exits or displays of emotion, despite staff's assumptions about unpleasant testing experiences earlier in the applicants' lives. The staff found this interesting and somewhat inexplicable.

The test completed the applicant's role in the intake process. Before leaving he was told he would hear from the center within two weeks.

The next step in selecting trainees for the program was a review of all pending applicants by a Selection Committee which included the Training Director or Deputy Director, the Basic Education Coordinator, the HRD Supervisor and two trainers.

Amongst the factors considered were all those mentioned previously, with special emphasis on the interviewer's comments in regard to the personal job aspirations of the applicant, his attitudes and motivation to improve his condition, and the likelihood of his benefiting from the program in terms of academic achievement and job placement.

Those whose scores on the SAT were 5th grade or above received first consideration, but this was never the most important factor, and, as a matter of fact a large proportion of those accepted (as high as 86.3 per cent in one cycle) entered with grade level achievement below 4th grade.

Experience from cycle to cycle also provided additional insights.

Classroom experience and placement statistics had shown, for instance, that mothers in their late 20's or early 30's who had never finished high school and held menial jobs most of their adult lives were the most diligent workers at the center, the most easily placeable afterwards and had the highest retention rate on the job.

Other factors such as job histories and arrest records influenced selection to a lesser extent, though the centers seldom accepted anyone with more than one conviction, particularly if it involved drug addiction where proof of cure was not convincing and where it was felt that the center would not therefore be able to place the trainee in a job. The interviewers' comments sometimes meant the difference between acceptance and rejection. As previously stated, the new trainee group usually included certain individuals who might have failed to meet all the criteria (except income which was mandated by law), but struck some member of the selection committee as "outstanding" in some way. Statements like "I just have a good feeling about this guy and I think we should give him a chance" or "Look, the girl has had some tough breaks and we're the one immediate hope she has" were often enough to influence the rest of the committee in favor of these individuals.

Factors determining selection of the night group were much the same as for the day group, except that income considerations were less important since the only allowable stipend for night trainees was $10.00 per week to cover carfare and meals. People without jobs received preference, though most night applicants did have jobs and wanted new ones or upgrading where they were employed. The night group always tended to be older and more stable than the day group and their main needs centered on academic remediation. The "job therapy" aspect of the program seemed less crucial for them.

When selection had been completed, all applicants received word by letter.

The characteristics of trainees accepted for the program are included in the statistical data which follows. An examination of this data, as well as the conclusions in the Cornell study indicate no "creaming" in the selection of trainees. The Cornell *report found "the graduates of the N.Y.I.E.C. project were comparable in terms of conventional standards of selection to those who were rejected for admission and those who enrolled but did not complete. These standards include sex, age, race, marital status, education and previous training."*

STATISTICAL DATA IDENTIFYING CHARACTERISTICS OF TRAINEE POPULATION

TOTALS OF ENROLLED TRAINEES, GRADUATES AND DROPOUTS AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

ALL CYCLES, PHASES I & II

Total Enrolled	1518
Total Graduated	1060
Total Dropped Out	458
Percent Graduated	70 %
Percent Dropped Out	30 %
Number of Day Trainees	
Enrolled	986
Graduated	699
Dropped Out	287
Percent Graduated	71 %
Percent Dropped Out	29 %
Number of Night Trainees	
Enrolled	532
Graduated	361
Dropped Out	171
Percent Graduated	68 %
Percent Dropped Out	32 %

Note: the percent for the total program, Phases I & II, is somewhat skewed by a much lower percentage of graduates in the last cycle of Phase II during which no stipends were paid to trainees, forcing a high rate of dropouts due to economic hardship.
A comparison of all cycles exclusive of cycle No. 7 and the latter follows:

	ALL CYCLES, EXCLUDING CYCLE No. 7	CYCLE No. 7
Enrolled	1433	85
Graduated	1019	41
Dropped Out	414	44
Percent Graduated	71.1%	48 %
Percent Dropped Out	28.9%	51 %

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The percent of graduates fluctuated from cycle to cycle. Excluding the non-stipended cycle, the range was:

PHASE I	LOWEST	HIGHEST
Hudson Street Day Trainees	70 %	77 %
Hudson Street Night Trainees	47 %	68 %
68th Street Day Trainees	65 %	88 %
68th Street Night Trainees	60 %	70 %
PHASE II		
Hudson Street Day Trainees	65 %	87 %
Hudson Street Night Trainees	77 %	92 %
68th Street Day Trainees	60 %	72.5 %
68th Street Night Trainees	56 %	63 %

EMPLOYMENT STATUS OF ENROLLED TRAINEES WHILE IN ATTENDANCE AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASES I & II

Number of Trainees Unemployed While Attending

Enrolled	1,116
Graduated	798
Dropped Out	318
Percent Graduated	72 %
Percent Dropped Out	28 %

Number of Trainees Employed While Attending

Enrolled	402
Graduated	262
Dropped Out	140
Percent Graduated	65 %
Percent Dropped Out	35 %

SAMPLE OF APPLICANTS, REFERRALS, ACCEPTANCES IN ONE CYCLE - CYCLE 4 PHASE II, HUDSON STREET INDUSTRIAL EDUCATION CENTER

		PERCENT OF TOTAL
Total Number of Applicants	292	
Referred to Other Agencies	28	9.6 %
Total Accepted	177	60.6 %
Day - 101		
Night - 76		
Total No Shows	59	33.3 % of those accepted
Day - 25		
Night - 34		
Total Starting Program	118	66.6 % of those accepted
Total Number of Graduates	104	88.1 % of those starting program

CHARACTERISTICS OF TRAINEE POPULATION BY RACE AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASES I & II

RACE		NO. OF TRAINEES	PERCENT OF TOTAL
BLACK	Enrolled	918	60.5 %
	Graduated	648	61.1 %
	Dropped Out	270	58.9 %
	Percent Graduated	71 %	
	Percent Dropped Out	29 %	
SPANISH	Enrolled	421	27.7 %
	Graduated	288	27.3 %
	Dropped Out	133	29.0 %
	Percent Graduated	68 %	
	Percent Dropped Out	32 %	
WHITE	Enrolled	52	3.4 %
	Graduated	31	2.9 %
	Dropped Out	21	4.6 %
	Percent Graduated	60 %	
	Percent Dropped Out	40 %	
OTHER	Enrolled	127	8.4 %
	Graduated	93	8.8 %
	Dropped Out	34	7.4 %
	Percent Graduated	73 %	
	Percent Dropped Out	27 %	

CHARACTERISTICS OF TRAINEE POPULATION BY SEX AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASES I & II

MALE	Number Enrolled	756	49.8 %
	Number Graduated	492	46.4 %
	Number Dropped Out	264	57.6 %
	Percent Graduated	65 %	
	Percent Dropped Out	35 %	
FEMALE	Number Enrolled	762	50.2 %
	Number Graduated	568	53.6 %
	Number Dropped Out	194	42.4 %
	Percent Graduated	75 %	
	Percent Dropped Out	25 %	

CHARACTERISTICS OF TRAINEE POPULATION BY AGE AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASE I & II

No. OF TRAINEES UNDER 21 YEARS		**PERCENT OF TOTAL**
Enrolled	594	39.1 %
Graduated	394	37.2 %
Dropped Out	200	43.7 %
Percent Graduated	66 %	
Percent Dropped Out	34 %	
No. OF TRAINEES AGED 21-30 YEARS		
Enrolled	605	39.9 %
Graduated	430	40.6 %
Dropped Out	175	38.2 %
Percent Graduated	71 %	
Percent Dropped Out	29 %	
No. OF TRAINEES AGED 31-40 YEARS		
Enrolled	209	13.8 %
Graduated	156	14.7 %
Dropped Out	53	11.6 %
Percent Graduated	75 %	
Percent Dropped Out	25 %	
No. OF TRAINEES OVER 40 YEARS		
Enrolled	110	7.2 %
Granduated	80	7.5 %
Dropped Out	30	6.5 %
Percent Graduated	73 %	
Percent Dropped Out	27 %	

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CHARACTERISTICS OF TRAINEE POPULATION BY RESIDENCE AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASES I & II

		PERCENT OF TOTAL
LOWER MANHATTAN		
Enrolled	127	8.4 %
Graduated	86	8.1 %
Dropped Out	41	9.0 %
Percent Graduated	68 %	
Percent Dropped Out	32 %	
UPPER MANHATTAN		
Enrolled	463	30.5 %
Graduated	314	29.6 %
Dropped Out	149	32.5 %
Percent Graduated	67.8 %	
Percent Dropped Out	32.2 %	
BROOKLYN		
Enrolled	507	33.4 %
Graduated	369	34.8 %
Dropped Out	138	30.1 %
Percent Graduated	68 %	
Percent Dropped Out	32 %	
BRONX		
Enrolled	329	21.7 %
Graduated	224	21.1 %
Dropped Out	105	22.9 %
Percent Graduated	68 %	
Percent Dropped Out	32 %	
QUEENS		
Enrolled	92	6.1 %
Graduated	67	6.3 %
Dropped Out	25	5.5 %
Percent Graduated	73 %	
Percent Dropped Out	27 %	

ARREST RECORDS AND MEDICAL NEEDS OF TRAINEE POPULATION AT THE NEW YORK INDUSTRIAL EDUCATION CENTERS

PHASES I & II

ARREST RECORDS

A range of 10% - 15% of total number of trainees starting the program (graduates and dropouts) said that they had arrest records. The Cornell University evaluation report indicated that 8.6 per cent of the trainees had previously had criminal convictions.

MEDICAL NEEDS

Averages based on information from six (6) cycles obtained from medical reports of day trainees who graduated. Night trainees seldom had medical examinations.

Needing Glasses	14 %
Needing Dental Work	11 %
Needing Other Medical Care	18 %

Note: All day trainees were referred for thorough medical examinations upon entry in the program. Examinations were conducted at the Strang Clinic and Beekman-Downtown Hospital. Health reports, signed by the examining doctors were then forwarded to the center in which the trainee was enrolled for follow-up, such as eye examinations and prescriptions for glasses. All such costs were borne by the center.

EDUCATIONAL BACKGROUND OF TRAINEES: A SAMPLING WHICH INCLUDES ALL TRAINEES (DAY AND NIGHT) ENROLLED AT THE HUDSON STREET INDUSTRIAL EDUCATION CENTER DURING PHASE I THREE CYCLES

Number of trainees	342
Number of High School Graduates	25 (7.3%)
Number who reached 11th & 12th grades	123 (35.9%)
Number who reached 10th grade	86 (25.1%)
Number who reached 9th grade	46 (13.5%)
Number who reached 8th grade	24 (7.1%)
Number below 8th grade (Unknown and from other countries, etc.)	38 (11.1%)

EDUCATIONAL BACKGROUND OF ALL TRAINEES WHO ENROLLED AT 2000 BROADWAY IEC FOUR CYCLES

DAY TRAINEES

Number of day trainees	- 254
Number of High School Graduates	- 35 (13.7%)
Number who reached 11th & 12th grades	- 51 (20.1%)
Number who reached 10th grade	- 70 (27.6%)
Number who reached 9th graDE	- 58 (22.8%)
Number who reached 8th grade	- 18 (7.1%)
Number below 8th grade (Unknown and from other countries, etc.)	- 22 (8.7%)

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SAMPLE FROM ONE CYCLE (CYCLE VI, HUDSON STREET) INDICATING WHERE TRAINEES HAD HAD THEIR PREVIOUS EDUCATIONAL EXPERIENCE

Total education in New York City schools	-	53.12%	(34 out of 64 enrolled)
Total education in school systems of other states or countries	-	20.31%	(13 out of 64 enrolled)
Received a portion of their education outside of New York, balance in New York	-	26.57%	(17 out of 64 enrolled)

Pre-Enrollment Grade Level of Trainees As Percent of Total in Each of 4 Cycles.

	0.1 - 3.9	4.0 - 5. 9	6.0 +	No Ans
Hudson Street Cycle I	86.3%	9.6%	0	4.1 %
2000 Broadway Cycle I	32.3%	32.3%	28.3 %	7.1 %
Hudson Street Cycle II	86.4%	5.7%	0	8.0 %
2000 Broadway Cycle II	81.2%	4.2%	4.2%	10.4 %

DISTRIBUTION BY SEX AND AGE CHARACTERISTICS OF TRAINEE POPULATION AS PERCENT OF TOTAL IN EACH OF 4 CYCLES DURING PHASE I

	MALE		FEMALE	
	16-21	Over 21	16-21	Over 21
Hudson Street, Cycle I	24.7%	24.7%	19.2%	31.5%
2000 Broadway, Cycle I	19.2%	36.4%	9.1%	35.4%
Hudson Street, Cycle II	22.7%	25%	13.6%	38.6%
2000 Broadway, Cycle II	25%	22.9%	20.8%	31.2%

MARITAL STATUS AND FAMILY SIZE CHARACTERISTICS OF TRAINEE POPULATION AS PERCENT OF TOTAL. SAMPLE DRAWN FROM EACH OF 4 CYCLES - PHASE I

	MARITAL STATUS					FAMILY SIZE		
	MARRIED,	SINGLE,	DIVORCED,	WIDOWED,	SEPARATED	SMALL (1-3)	MEDIUM (4-6)	LARGE (7 or more)
Hudson Street Cycle I	22 %	59 %	4 %	4 %	11 %	60.3 %	28.8 %	11.0 %
2000 Broadway Cycle I	29 %	55 %	2 %	0 %	14 %	58.6 %	32.3 %	9.1 %
Hudson Street Cycle II	23 %	55 %	6 %	2 %	14 %	64.8 %	25.0 %	10.2 %
2000 Broadway Cycle II	25 %	50 %	4 %	2 %	19 %	52.1 %	39.6 %	8.3 %

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PRE-ENROLLMENT ADJUSTED GROSS EARNED INCOME OF GRADUATES OF THREE CYCLES - PHASE I NEW YORK INDUSTRIAL EDUCATION CENTER

CYCLE	No. OF GRADUATES	TOTAL PRE-ENROLLMENT ADJUSTED GROSS EARNED INCOME	MEAN ADJUSTED GROSS EARNED INCOME PRE-ENROLLMENT	No. OF GRADS WHOSE PRE-ENROLLMENT INDIVIDUAL EARNINGS (PROJECTED ANNUAL RATE) WAS O	RANGE OF INDIVIDUAL EARNINGS OF THOSE EMPLOYED PRE-ENROLLMENT (PROJECTED ANNUAL RATE)	
					LOW	HIGH
I - 68th St.	99	$183,128.31	$1,849.78	60	$2,080.00	$8,164.00
I - Hudson St.	73	$ 81,528.12	$1,116.82	54	$ 129.48	$6,934.72
II - Hudson St.	88	$ 97,145.87	$1,103.93	68	$2,600.00	$6,396.00

TRAINING COMPONENTS, CURRICUM & MATERIALS

The design of the N.Y.I.E.C. program involved two major curriculum components, basic adult education and job readiness training (Human Resource Development), supplemented by special subjects and extracurricular activities.

The Cornell Evaluation Report states:

"CURRICULUM DESIGN:

The combined ABE-HRD curriculum of the N.Y.I.E.C. program is clearly designed to satisfy two major needs in preparing undereducated adults for employment. Basic reading and math skills essential to any productive employment constitute the first curriculum element. The second major need, preparation for, and familiarization with the contemporary work world and all of the ancillary skills, including human relations skills, was to be met by the development of a human relations element in the curriculum. Given the reality of these two needs, the N.Y.I.E.C. model of combining adult education with human resource training is valid."

While training at the N.Y.I.E.C. was conducted in group settings of from ten to fourteen trainees, the curriculum was designed to provide individualized learning opportunities and was structured so that the maximum benefit could be reached in ten weeks.

For the day session of the program, trainees were selected from the ranks of the unemployed. Some had never worked; few had ever held steady jobs. Some entered the program possessing second grade reading levels and arithmetic computational abilities too incomplete for standardized measurement.

Among the night trainees, salaries earned on day jobs had been as low as $45.00 per week. In both groups, public assistance had been the all too common source of income, and for several women starting the training program, it was the only income they had ever known.

Almost all of the trainees had been high school dropouts as indicated in the statistical data and a large proportion of them had scored below the 4th grade on the Stanford Achievement tests administered pre-enrollment.

Recognizing the fears and resistance of this population of trainees whose previous classroom experiences were almost totally negative, training was conducted in small, seminar-style groups. The atmosphere was relaxed and informal, but not disruptive.

Basic Education Component

Each trainee was encouraged to begin at the point where he would be reviewing basic concepts of learning and yet still be challenged by the inclusion of a new concept. Each was allowed to progress at his own pace. For the most part, trainees worked alone with their self-instructional materials, but classroom guides (Trainers) provided encouragement and assistance with individual problems. A trainer also had to act as the motivational factor in the classroom to reinforce learning, provide challenge and promote healthy competition and group interaction.

Employing an array of audio-visual devices (tape recorders, compact teaching machines, practice books and instruction manuals) and thirteen volumes of programmed textbook materials — *The World of Numbers* and the *World of Words* — the N.Y.I.E.C. basic education curriculum was designed to create a foundation of knowledge and concepts in mathematics and English which would enable the trainee to continue building on his own.

In general, equal emphasis was placed on basic English and basic mathematics. However, in some instances, as with Chinese and Haitian trainees whose previous educational background was substantial and who already had a mastery of mathematics, the major effort was in developing their ability to communicate in English.

In order to adequately evaluate the ABE curriculum and materials, the staff of the New York State School of Industrial and Labor Relations of Cornell University employed an outside professional expert in the field of adult basic education.

The procedures followed were described as follows in the Cornell report:

"The Materials and curriculum expert spent a substantial amount of time examining and evaluating the materials employed in the N.Y.I.E.C. program. This review focused primarily on questions of curriculum coherence, innovativeness, and effectiveness. In addition, approximately 15 days were devoted to on-site observations at both the uptown and downtown N.Y.I.E.C. Centers during the period November 1970 through March 1971. During these on-site visitations, questionnaires were also developed and administered both to trainees and to trainers in order to gather additional data concerning their subjective responses to the program, including their feelings about its effectiveness and value. Finally, the materials and curriculum expert witnessed the administration of standardized educational tests to graduates of the 5th cycle and compiled a survey of pre and post-test scores for those individuals included in the testing group."

Basic Mathematics

The math program encompassed the concepts of the new mathematics as well as the basics of arithmetic problem-solving.

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Math materials used were:

1. *The WORLD OF NUMBERS, Volumes 1-8*
2. *BRIDGE: BOOK 3 (used between books 2 and 3)*
3. *PRACTICE BOOKS 1-8*
4. *TAPES for BOOKS 1-8 with cassettes corresponding to specific page numbers in the books.*

The Cornell team found that the *"math materials were well coordinated."* The first three books of the "World of Numbers" take the trainee through the basics of an introduction to numbers, the concept of tens, the abacus and arithmetical computation. They generate an understanding of numbers per se and relate them back to everyday experiences so that abstract numbers become real — negative numbers, for example, are related to "you owe someone money."

Books 4 through 8 provide reinforcement, and more advanced mathematics. They cover factorials, binary and duodecimal numbers, the significance of numbers throughout history, fractions, proportions, ratios, percentages, weights and measures, decimals, approximation, averages, powers and roots, graphs, numeric progressions, algebra, geometry and trigonometry.

The "BRIDGE" book is a review text for those who do not have to start at the beginning, and in its use at the N.Y.I.E.C., the Cornell University team found that it *"provided an excellent means of allowing a trainee with entry-level basic skills to review elementary concepts and then proceed to higher levels."*

They also stated that: *"The practice books allow the student to move at his own rate of speed and according to his ability."*

Also included in the math texts are a variety of incidental facts which provided general knowledge and served to stimulate trainee interest. Those built around mathematics, for example, relate numbers to religion, music, astronomy, astrology and science.

Sustained interest on the part of trainees is an essential factor in achievement of the overall program goals of opening doors to full-time productive employment or on-the-job upgrading and advancement. The math materials described above, by concentrating on elementals and concepts rather than designs for rote memorization, contributed significantly to holding trainees' interest and to making their learning relevant to life situations.

The Cornell evaluation states: *"The World of Numbers, contrasted with most commercially prepared materials, evolved the presentation of skills from a historical viewpoint of mathematics. A reading passage, presented at about the fourth grade reading level, is used to introduce the concept of number. This method of introducing the reasons and underlying reasons for learning math is an imaginative way to help adults comprehend why THEY should learn some of the more abstract problems which follow. This is in contrast to the more traditional and generally accepted sequence of proceeding from practical day-to-day problem-solving materials to the more abstract concept materials. This method of developing consecutive mathematical concepts by providing adult learners with the opportunity to apply such conceptual thinking to specific problems is a unique and highly promising approach in ABE mathematics."* The Cornell evaluators also cited some *"highly positive characteristics, such as the carefully detailed explanations. For instance, both the explanations of what is a fraction and the treatment of decimals are accomplished in third-fourth grade language with appropriate repetition and paraphrasing for reinforcement."*

N.Y.I.E.C. trainees were adults and were interested in the reasons for learning math, its use in finding and keeping employment and its relevancy to their daily lives.

Basic English

The N.Y.I.E.C. language and reading materials have the same adult relevancy, with vocabulary levels ranging from the third grade to the twelfth. Materials used in the English program were:

1. Four volumes of *THE WORLD OF WORDS — Word Building; Sentence Building; Spelling, Punctuation, Capitalization and Handwriting; and Reference Book.*
2. Tapes related to word building, sentence building and spelling.
3. Four Adult Readers developed by the Bank Street College of Education — *BEGINNINGS; YOURSELF; OTHERS; and TOMORROWS.*

The four volume series was developed for the United States R & D Corp. by the Bank Street College of Education, specially prepared for adults with low reading levels whom U.S.R&D has been training and upgrading in manpower centers across the country.

The books, "Beginnings," "Yourself," "Others" and "Tomorrows" contain poems, stories, newspaper columns, biographical fragments and parables, most of which are closely related to the life experience of the disadvantaged. The materials selected were written or adapted within a 3.5 to 6.5 grade vocabulary frame and are arranged sequentially in order of difficulty, step-laddered from the third grade reading level upwards.

The four volumes provide the low skilled adult reader a viable basis for swift vocabulary building and development of reading skills. An accompanying fifth book, "Thoughts," is an exercise book designed by the United States R & D Corp. to measure and increase both vocabulary and comprehension. It was used in conjunction with each of the Adult Readers.

The Bank Street series were compiled from

As for the Bank Street Readers, the Cornell evaluation states: *"The major strength of the reading materials lies in their obvious adult relevancy. In particular, the breadth of interests to which the themes appeal is significantly noticeable. The balance between prose and poetry is especially positive as a way of presenting reading materials at a relatively low reading level and still maintaining the adult level of interest."*

"It should be noted that an obvious progression is evidenced from one volume to the next. This progression conveys to the student a sense of accomplishment and movement.

"Because the student moves from one volume to the other rather than moving from one chapter to another as is the case with basal readers, the feeling of progression is made concrete."

Trainees who completed the reading series were given supplementary reading assignments. Each Center maintained a small library of newspapers, magazines, novels, non fiction and public agency pamphlets on community resources, birth control,

works of well-known authors, including James Baldwin, Jimmy Breslin, Guy de Maupassant, O. Henry, Murray Kempton, Carl Sandburg, Langston Hughes, Stephen Vincent Benet and others.

The series fill an all too apparent void in adult reading material that is of high interest, good literary style and thought-provoking while geared to low reading skills.

Trainees at the N.Y.I.E.C. evidenced a discernible sense of accomplishment as they progressed from one volume to the next.

In regard to the language skills and reading materials, the Cornell report included these comments: *"The U.S.R&D language skills materials would be particularly productive and appropriate as supplementary or reinforcement materials in a skill building component of a total language program. The materials are definitely adult relevant; vocabulary level is from grade 3 to grade 12."*

They indicated that with individual diagnostic testing the language workbooks would be valuable in developing *"an individually prescribed instruction portfolio for each trainee. It is conceivable that many of the exercises in the present U.S.R&D language workbooks would be able to be used to remedy the particular language deficiencies of trainees."*

In a separate evaluation of U.S.R&D materials for Job Corps programs, the U.S. Department of Labor, Manpower Administration evaluation made this assessment of "Word Building": *"This volume has most value as a potential supplement to the various Job Corps programs. Because it contains a large number of words organized according to common roots and because, in each case, these words are broken down into prefixes and suffixes as well as roots, it offers an excellent vocabulary supplement to the reading, language and study skills or G.E.D. programs, and is recommednded for use with any or all of these."*

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nutrition, housing, money management and other HRD-related topics. The latter materials, as well as vocabulary exercises and discussion materials oriented around job terminology and nomenclature, were extremely interesting to a majority of the tainees.

A Basic Education Trainer's Guide was developed by the staff on this project and is included in the appendix to this report. It sets forth the goals and general outline of the course; the trainer's responsibilities in preparation, orientation, program development, provision of related activities and maintenance of trainees' records; specific course outline priorities and approaches; a description of the United States R&D Corp. materials, their content and use; supplementary materials; and helpful hints in dealing with phonics, grammar, reading and vocabulary building.

Tables of contents and sample lessons are also included in the appendix.

Human Resources Development

The basic education program was always keyed back to the Human Resources Development training which was designed to accomplish several goals:

1. To prepare trainees to successfully meet the demands of the business world and to help them compete on a more even basis with other members of the labor market.
2. To make the trainees more aware of the different roles they play and to help them to accept and cope with the responsibilities inherent in each of these roles.
3. To make the trainees more career-minded and more consistent contributors to society.
4. To make the trainees aware of their rights as citizens — i.e. voting, housing laws, unemployment insurance, etc. — and to make them aware consumers and active participants in their communities.
5. To produce self-confidence and self-awareness on the part of each trainee.

H.R.D. was perhaps best described by a senior trainer of the N.Y.I.E.C. in a speech he made before the American Management Association conference in February of 1969. He said that training must go beyond the 3 R's and "...into areas of human communication... or interaction...and the specific areas of training, learning, that involve one human being *effectively* communicating with another without threats of bullets...bombs...social isolation... political or economic oppression. One human being...speaking *effectively* to another human being.

"No one can be considered properly trained who has not had access to the component called *Human Resources Development*. HRD. A lot of HRD is just plain old gut level participation in group sessions designed to help participants transmit thoughts and feelings to others... structuring individual frameworks of responsibility and responsiveness toward workers...managers...associates right down the line. This is the portion of a learning process that seeks to create an awareness of how one's behavior comes across to others, and how that 'coming across' may make a worker work...or avoid...or hide or explode. Talk about any one of the latter three points and you're talking about the loss of time and money through the loss of worker effectiveness or productiveness, *avoiding* the realities of a work situation, *hiding* from others instead of communicating to or with them, *exploding* when there seems to be no way to deal with crisis or pressures or fear...or myth."

HRD sessions at the N.Y.I.E.C. were run on two levels: Content and Process. While discussing such topics as filling out employer applications, employer-employee relationship, job benefits, voting rights, Black history, etc., the trainees were also examining the process of their group. The trainer, through the group, guided each trainee to take a realistic look at himself and to help him become aware of how he was seen by others; to recognize and appreciate his past and present achievements, skills and abilities; to stimulate a readiness for the development of new skills; to develop leadership, encourage self-confidence and stimulate mutual respect.

Included in the United States R & D curriculum used at the N.Y.I.E.C. was the employment of such techniques as role-playing, psychodrama, listening exercises, and a variety of group tasks. Each was constructed to elicit maximum participation and group interaction. Speakers, films and field trips were utilized to enrich the learning experience. Video tape recorders, audio tape recorders, teletrainers and motion picture projectors were extensively used in HRD sessions.

Specifically the curriculum included:

I. Orientation to HRD—"Why are you here?" An explanation of the trainee handbook; election of Trainee Advisory Board representatives; establishment of rules and regulations; explanation of video equipment; group puzzles to develop group interaction; introduction to the problems of poverty.

II. Minority History

Black history and Puerto Rican history curriculum; class tour of Schomburg Collection; films on minority history with the purpose of establishing an identifiable heritage for minority groups; group discussion following presentation by the Panel of Americans.

III. Communication Skills
Development of skills necessary for effective communication in both giving and receiving information and for facilitating the job-seeking process; improvement of self-image and self-confidence; insight into the relationship between communication and obtaining and maintaining employment; preparation of a job-search kit.

IV. Resumes and Applications
Development of trainees' proficiency in preparing resumes, letters of application and application forms; exploration of value and use of telephone books, maps, dictionaries, various directories, newspapers, magazines and other ancillary sources of information helpful in the job-seeking process and other aspects of everyday life; learning the most commonly used want ad abbreviations.

V. Consumer Education
Provide trainees with an opportunity to gain insight into and knowledge about good consumer practices and a foundation for making better decisions as consumers. Discussion of credit and installment buying, insurance, banking, budgeting, comparison shopping and consumer law.

VI. Job interviewing Techniques
Knowledge the applicant should have prior to the interview, dress and appearance for the interview, data the applicant should have with him, things an interviewer looks for. Field-trip experience so that trainees can test their learning; feedback experience among trainees geared to reinforce their strengths and point out their weaknesses so that these weaknesses can be worked on; realistic practice sessions in personnel interviewing (prior to their job interviews).

VII. Community and Family Life
Discussion and explanation of interrelationships and responsibilities of family units aimed at strengthening family life; stimulation of trainees' interest and participation in community activities; familiarization with community resources and services, such as legal services, planned parenthood, family counseling, day care, mecical and mental health services, housing, addiction services, voting rights and procedures, etc.

VIII. Employer-Employee Relationship
Assistance ir giving trainees insight into employers' expectations; development of realistic expectations from employers; to assist trainees' movement to stability, loyalty, cooperation and industriousness in employment; use of management personnel as guest speakers to reinforce the above objectives.

IX. Job Search and Interview
Review of the interview process, the testing process and followup procedures. Use of techniques learned during previous weeks in the actual job search for employment. Interviewing sessions and job clinics were established at the Center to assist the trainee in obtaining employment of his choice.

Personnel representatives of potential employers were invited to recruit, interview and test at the centers. Individual counseling was intensified.

X. Review
A review of the previous curriculum with emphasis placed on communication and the job search. Actual placement began during this week.

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The Centers did not insist on a rigid sequence in the handling of these topics nor in the time segment spent on each, although a week per topic was the general, loose rule of thumb.

Software for the HRD component included a Human Resource Development Group Leader Guide, published by the United States R & D Corp, accompanied by a N.Y.I.E.C. HRD Trainer's Manual dealing with group dynamics, model job applications, printed materials from various governmental agencies and civic organizations covering such topics as family planning, narcotics addiction control, health services, social services, legal services, consumer education materials, telephone company materials accompanying the teletrainer, etc. For the minority history component the United States R & D Corp. had developed brief course materials on black and Puerto Rican history and culture. A list of some of the printed materials used in HRD is appended to the report, as well as the Trainer's Manual. As indicated in the introduction to this report, the Cornell evaluators found that trainees and employers considered HRD *"a valuable and constructive component in the program."*

The subjective elements of HRD—motivation, behavioral changes, job seeking abilities, etc.—are difficult to measure except in terms of placement and job retention, covered in later sections. Impressive gains, however, were made in reading and arithmetic computation, despite the fact that only 50 per cent of the class time was spent in academic areas.

In addition to the HRD and Basic Education components, the Centers provided special subjects of interest to particular trainees. These special courses which the trainees attended for one hour a day included:

Typing - A beginner's course to give trainees

a knowledge of the keyboard and develop their skill in touch typing, sufficient to gain them entry into a typing training program.

Enrichment Reading

Remedial Reading

Office Procedures - Filing and keeping of records, answering telephones, operating mimeographing machines, etc.

Principles of Test Taking - Preparation for employment tests.

Journalism - Trainees were encouraged to submit art work, poetry, autobiographies, articles and letters to the trainee newspaper.

Trainee Government - The Trainee Advisory Board (TAB) members were elected by their peers from the individual groups to deal with problems of governance and situations that arose; i.e. attendance, tardiness, graduation, social events, etc. These representatives were given the authority and responsibility to act on such matters under the supervision of a trainer who sat in as an advisor at their meetings.

Preparation for the G.E.D. - For selected trainees who wished to take the high school equivalency examination.

English As a Second Language - This special class arose out of the need of the trainees from foreign countries (particularly Haiti and Hong Kong) to obtain the extra help they needed to participate fully in the training program and to prepare them for jobs.

All the special classes, despite the strict time limit, were geared to supplement those fundamental needs of the trainees not satisfied in Basic Education or HRD. Each trainee was permitted to choose the special class which he felt would develop the skill he wished to learn or improve.

Emphasis throughout the total program was on the development and use of practical skills. HRD reading materials were used in basic education groups and academic achievements were used as a basis of HRD discussions. Familiarity with percentages, for example, served as a springboard for HRD discussions of consumer purchasing. This interweaving of curriculum elements served not only to sustain trainee interest, but also to reinforce learnings and to demonstrate individual accomplishment.

The importance of correct spelling and punctuation was reinforced when a trainee was writing letters of application for jobs or sample letters of complaint as a consumer seeking an adjustment from a store. Whenever possible, both language skills and mathematics were related to some life experience of the trainee himself or of someone he knew. Role plays were effective in dramatizing the need for these skills. Some of the sample role plays for consumer education are included in the appendix.

For trainees with severe reading problems, the video equipment was used in the development of a phonics program. When taping with the camera, the trainers would zoom in on a letter of the alphabet, such as "b", and identify the letter and its sound..."-break"), or book (focusing on this word), or block, etc; each trainer pronouncing the word and asking the trainee to repeat it.

Trainees were also introduced to poetry as well as prose and encouraged to do some creative writing themselves. Samples of their writing may be seen in the copies of trainee newspapers which were edited and published by the trainees, generally with three issues per 10 week cycle.

The marked improvement in reading and maths skills, the number of trainees who were encouraged to take the GED examinations and successfully completed them, and the confidence in self which resulted from this ten-week course helped to provide the motivation to succeed in the world of work.

Moreover, the gains made in basic skills opened doors to employment and to higher education, which had previously been closed to this population.

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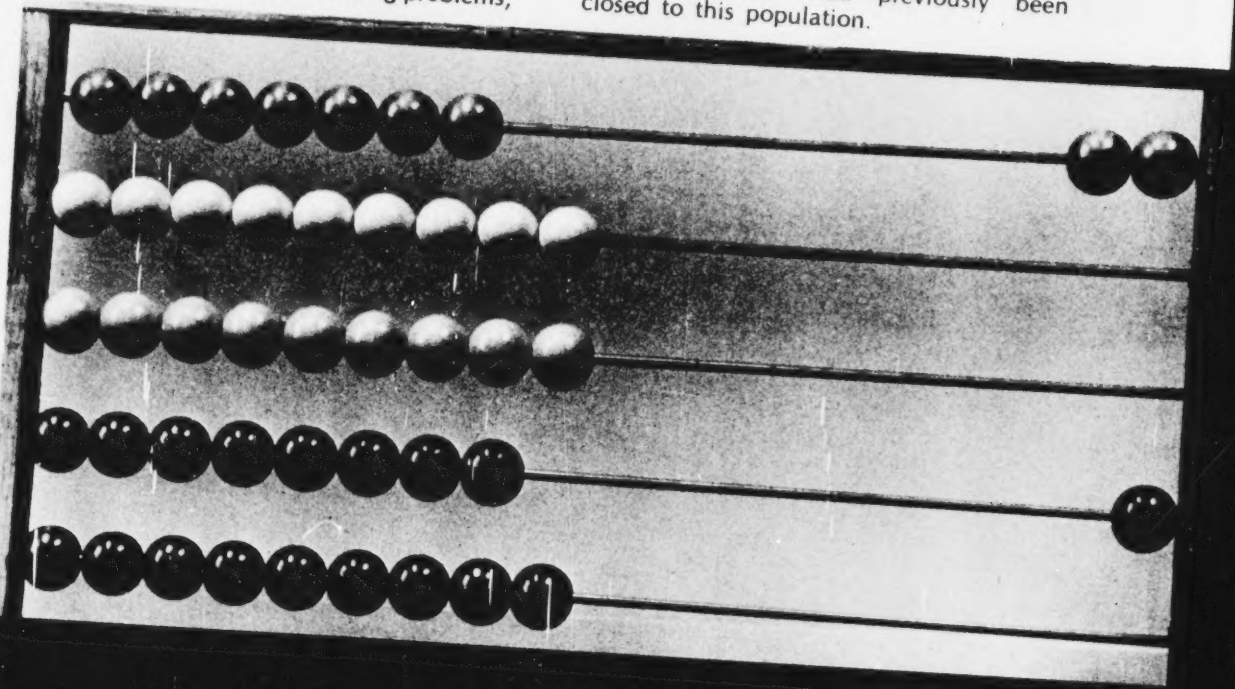

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SUBJECTIVE DATA FROM TRAINEES AND TRAINERS REGARDING TRAINING COMPONENTS, CURRICULUM AND MATERIALS

Responses to the Cornell University team's questionnaire submitted to trainee graduates, trainers and other project staff members, as well as on-site interviews were reported as follows:

"Trainee Evaluations of N.Y.I.E.C. Program

"Looking back on the training experience from a perspective of up to one year later, two respondent groups were asked to indicate their satisfaction with the N.Y.I.E.C. project. A substantial majority of the graduates, 79.2 per cent, responded that they liked the N.Y.I.E.C. program 'very much'. An additional 12.9 per cent indicated they liked the program 'fairly well'. Only 7.9 per cent indicated lessor degrees of satisfaction. Although the responses of dropouts indicated less enthusiastic approval, 40.8 per cent responded that they liked the program 'very much' while 35.9 per cent indicated that they liked the program 'fairly well' and only 4.7 per cent indicated that they did not like the program at all.

"The strong approval given to the program by both graduates and dropouts was further shown through their responses to an additional question as to whether the respondent had recommended the program to any other individuals. It was the opinion of the evaluation team that if respondents really believed that the program was satisfying and beneficial, they would recommend it to others. 84.6 per cent of the graduates indicated that they had referred other individuals to the program as had 83.7 per cent of the dropouts.

"When asked specifically what they liked about the program on a scale of multiple choices, graduates and dropouts" rated excellent staff assistance the program in math and English as the top two.
"The graduates and dropouts both felt that the program had been successful in meeting their needs in the area of adult basic education."

Trainee Responses

Representative trainee responses to the question about *"The part of the training program I like best was..." include:*

The new friends
HRD
Office skills
Working and people
G.E.D.
Math
Typing
The Trainer
Basic education
Involvement
That it wasn't like school

To the question re *"The three most important things I learned from the training program were..." most frequent answers were:*

1. *How to get along with people*
   Self confidence
   Math
   Communication
2. *How to fill out an application*
   All in life isn't easy
   English
   How to talk
   A better outlook on life
3. *HRD*
   Respect
   Typing
   To appreciate people

..Answers to "Because I was in the training program I am better able to..." were as follows:

Cope with the job world
Communicate with people
Speak
Get a job
Get a G.E.D.
Type
Read
Use a broader vocabulary
Get up in the morning
Get to work on time

The interpretation of the data by the Cornell evaluators was that the *"responses indicate a high degree of satisfaction with the implementation of the curriculum. While some trainees found the HRD component more favorable; others found the basic education curriculum more satisfactory."*

Trainer and Staff Responses

The questions and representative answers of staff in the Cornell study were:

"The USR&D materials provided for the learners were useful because...

They served as a guide for slow learners
Trainees could relate to them readily
They allowed self teaching
Of the video feedback
They provided a comprehensive math program
They weren't too difficult to comprehend
The answers are given

"To handle the different ability levels of the learners in my group I...

Gave individual attention
Encouraged people to work together
Presented multi-level materials

"The learners worked independently instructing themselves in the areas of...
Reading
Vocabulary
Math

Adjusting themselves to the work world
Applications, etc.
All areas
Black History
Handwriting
Typing

"The methods I used to continuously assess the learners' progress were...

Peer evaluations
Reviews
Written quizzes
To use what they had and to build thereupon
Cowles and Arco along with the USR&D materials
Keep an on-going weekly profile
My own observations
Feedback
SAT Test and my own tests
Make trainees aware, make them defensive

"I was most helpful to the learners when I...

Was being understood in my English tongue
Counseled them in areas of self improvement
Helped the trainees learn independently
Was learning at the same time
Could work individually with the trainees
Introduced them to the keyboard
Was flexible enough to meet the needs of the group
Counseled them
Was myself
Clearly defined my role as trainer, their expected roles as trainees and the objectives of the program
Leveled with them about their chances of finding employment
Became personally involved"

The Cornell team's interpretation of the subjective data from staff includes the following remarks:

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"...Attest to the trainer's awareness that there are techniques for handling different ability levels," and that "there was at least an attempt to provide peer interaction and individualized instruction."

"The trainers found the USR&D materials useful primarily because of their relevance and self-instruction capabilty."

"It is noteworthy that all staff tried to make continuous assessments (of trainees' progress) and would appear to agree that such assessments were necessary."

"The variety of materials gathered by the trainers was noteworthy."

"Responses indicate a deep understanding by the trainers of the needs of the trainees and of the program."

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ABE ACHIEVEMENT OF TRAINEE GRADUATES AT THE NEW YORK INDUSTRIAL EDUCATION CENTER

The Stanford Achievement Test, Intermediate Level, was administered at the start of training (using form W), mid-cycle (with form X) and in the ninth week of the cycle (form Y).

The Cornell evalation, relating to progress made in basic education follows:

"PERFORMANCE ON TEST SCORES

.."The chart presented on the following page indicates the percent distribution of pre and post-test score results of a sample group of graduates in the 5th cycle on two components of the Stanford Achievement Test. The two components selected as having the highest level of significance for measuring educational achievement were paragraph meaning and arithmetic application. Except for the one additional person represented in the sample group for arithmetic application, the individuals included in the two sample groups were identical.

PERCENT DISTRIBUTION

Grade Level Performance	0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0	5.1-6.0	6.1-7.0	7.1-8.0	8.1-9.0	9.1-10.0	10.1-11.0	Over 11.1	Total
PM Pre N : 60	1.67	1.67	13.33	15.00	20.00	13.33	16.66	11.66	3.33	1.66	0	1.66	100.0
PM Post N : 60	0	0	6.66	3.33	18.33	20.00	15.00	11.66	10.00	5.00	5.00	5.00	100.0
AA Pre N : 61	0	0	14.75	31.14	19.67	9.83	16.39	4.91	1.63	1.63	0	0	100.0
AA Post N : 61	0	0	0	13.11	3.27	27.86	26.22	16.39	1.63	4.91	1.63	4.90	100.0

PM - Paragraph Meaning

AA - Arithmetic Application

"It is apparent from these results that improvements for both the paragraph meaning and arithmetic application series occurs between the pre and post-test score period...

"Taking the difference between the pre and post-test score for each individual, we find that the paragraph meaning average difference is 1.36 with a standard deviation of 1.23, and that the arithmetic application average difference is 1.80 with a standard deviation of 1.64 Applying a 0.05 level of significance, this represents a probable range of improvement of 1.05 to 1.67 for paragraph meaning and 1.39 to 2.21 for arithmetic application. Thus, we can state with a 95 per cent level of confidence that the test scores from the 5th cycle for paragraph meaning suggest that individuals after the program perform at a point between about 1 and 1-½ grades higher than they did before the program, and that for arithmetic application the improvement is between 1-½ and 2 grades. It seems, therefore, that while both paragraph meaning and arithmetic application scores improved, more success is experienced with the latter.

"The pre program test scores also demonstrate that the vast majority of the graduates in the 5th cycle fall well within the scope of the designated target population. This finding should be considered in conjunction with the evidence indicated in later sections that the N.Y.I.E.C. program is not creaming on admission with respect to prior educational experience."

Statistical data from four previous cycles at the 2000 Broadway N.Y.I.E.C. indicated an average grade increase of two years and two months in reading comprehension and one year and six months in math, with some trainees measuring three, four, and six year gains in these disciplines.

Day Trainees At
2000 Broadway
Industrial Education Center
Four Cycles

	Pre		Post		Average Gain	
	P.M.	A.C.	P.M.	A.C.	P.M.	A.C.
CYCLE I	217.5	171.3	434.0	208.1		
CYCLE II	145.3	132.7	165.5	170.9		
CYCLE III	114.4	111.4	139.8	155.5		
CYCLE IV	200.9	212.6	241.0	306.4		
TOTALS:	678.1	628.0	980.3	840.9		
AVERAGE:	5.0	4.6	7.2	6.2	2.2	1.6

NOTE: Figures of cycles I, II, III, and IV represent totals of scores of the enrolled trainees for whom comparative test results were available. The tests administered were the Stanford Achievement Test, Intermediate II, published by Harcourt, Brace and World, Inc. Different forms were used for the pre-test, mid-way testing and post-training test. Portions of the tests used for these purposes were Test 2: Paragraph Meaning (P.M.) and Test 5: Arithmetic Computation (A.C.)

An examination of the pre-enrollment and post-enrollment test scores of the graduates of Cycle I demonstrates the shift in distribution by grade level from a majority (86.3 per cent) in the 0.1 to 3.9 range at the start of the program, with none scoring above a 5.9 grade level, to a significant majority above a 5th grade level, including 26 per cent at 8.0 grades or higher, at the conclusion of the cycle.

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DISTRIBUTION OF TRAINEE GRADUATES BY GRADE LEVEL PRE AND POST ENROLLMENT CYCLE I

	Grade Levels			
	0.1 - 3.9	4.0 - 5.9	6.0 or higher	No Answer
Pre-Enrollment	86.3 per cent	9.6 per cent	0	4.1 per cent
	0.1 - 4.9	5.0 - 7.9	8.0 or higher	No Answer
Post-Enrollment (After-training)	22 per cent	26 per cent	26 per cent	26 per cent

The first cycle also demonstrated a direct relationship between increased earning power and academic skills. The one-third of the graduates who scored lowest in English and math at the start of training attained a 44 per cent increase in gross earnings after the program; the middle third registered an 88 per cent increase in gross earnings; and top third achieved a 118 per cent increase in gross earnings.

The same pattern is evidenced in the following chart covering four cycles. The data also reflects a relationship between family size and increased earnings.

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Comparison of Adjusted Gross Income for IEC Graduates (of First 4 Cycles) Pre-Enrollment and 90 Days After Completion of Training As Related to Certain Characteristics of Trainee Population Pre-Enrollment Grade Level and Family Size

	Grade Level 0.1-3.9	Grade Level 4.0-5.9	Grade Level 6.0 or more	Grade Level unknown	Small Family (3 or less)	Medium Family (4-6)	Large Family (7 or more)
Pre-Enrollment	$242,383	$86,393	$50,003	$30,354	$244,899	$130,665	$33,571
Post + 90 Days	398,138	166,507	107,328	58,279	380,021	281,182	69,048
% of Increase	65 %	92 %	110 %	91 %	55 %	110 %	160 %

Whereas G.E.D. preparation was an optional offering in the one hour per day scheduled for special projects, and whereas graduates were encouraged to take the G.E.D. examinations whether or not they participated in this special program, among those graduates who did take the examination, 29 per cent passed and earned their high school equivalency diplomas.

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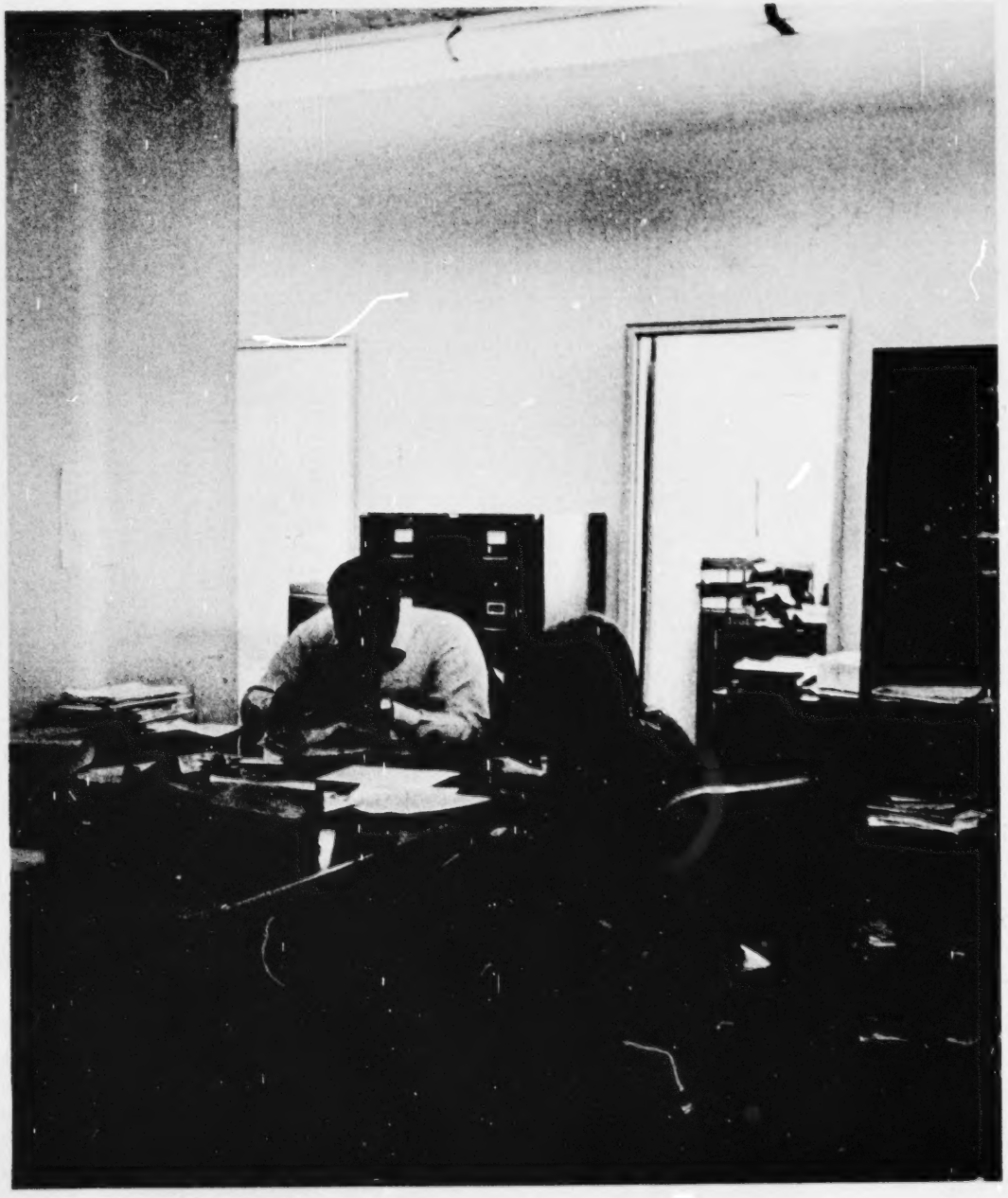

SUPPORTIVE SERVICES

Legal services, for the most part, were provided by a lawyer on our staff. In addition, a lawyer from the New York Civil Liberties Union was invited to address the trainees and answer their questions in regard to rights and responsibilities under the law and the availability of free services for a variety of specialized legal matters. The information gleaned from this source was mimeographed and distributed to trainees and staff.

Counselling by the trainers and the vocational counselor was an ongoing service. Trainers were involved in several ways. They provided group counselling in class dealing with specific problems which arose (ethnic interaction, drugs, attendance patterns, etc.) as well as in helping trainees to set their sights and to understand the options open to them in both educational and career pursuits. They helped trainees resolve personal problems on an individual and private basis. Typical of these were problems relating to receipt of welfare payments, difficulties with landlords, finding new apartments, veteran compensation, babysitting problems, and occasionally marital or extra-marital problems which threatened to interfere with their continuing in the program.

A trained psychologist was also hired as a consultant who met weekly with the staff to assist them in understanding their role and the scope as well as the limits to what they could personally handle in the individual counselling of trainees, and to help them in dealing with representative types of problems. His role was essentially as a trainer of staff and consultant to staff. However, on a few occasions, if a trainer was unable to cope with a situation and requested the psychologist to meet with the trainee, he also provided professional services of that nature to a limited degree.

Referrals to other agencies resulted from the desire to meet the needs of the trainees as evidenced in counselling sessions. This involved the ferreting out of available facilities where trainees could receive, at no cost, services such as mental health care, medicaid, dental care, eye examinations and eye glasses, skill training, assistance in getting adequate low cost housing, addiction treatment, etc. Moreover, the staff gathered information and helped trainees pursue career goals by making available information regarding licensing for skilled workers, courses in health care careers, college opportunities for the disadvantaged, union apprenticeship programs and other educational and training opportunities.

The position of vocational counselor evolved in the second phase of the N.Y.I.E.C. program. Initially, in Phase I, the Job Developer's duties actually encompassed three areas of responsibility: job development, vocational counselling and placement. The worsening condition in the job market, requiring full time concentration on job-development, the desire to involve the trainer more intimately with the trainees' progress from classroom to job and the need then to establish a separate position for a vocational counselor, all led to a change in the staffing structure and a redistribution of responsiblity to achieve maximum efficiency and productivity.

The Vocational Counselor had a short initial interview with each trainee, discussing why the trainee came to the N.Y.I.E.C., what he or she had done before, special interests, ideas about future goals and what to aim for. The Vocational Counselor would then confer with the trainers to work out a joint plan for each trainee. Referrals were made to the Vocational Counselor by the trainer when it was deemed necessary that the trainee receive in-depth counselling for particular vocational problems.

Generally, in about the fourth week of the cycle a Job Preference Interview Form (see appendix) was filled out for each trainee, after an interview which involved the trainee and both his BE and HRD trainers.

All of these forms were reviewed by the Vocational Counselor who then made arrangements for classroom visits with each group.

When the Job Developer reported on available jobs, the Vocational Counselor followed up by making contact with the employer and discussing with the trainers who was best suited for the specific job opening.

The Vocational Counselor also took part in HRD sessions related to employer-employee relations, job interview techniques, helping with applications for the G.E.D. examinations and arranging for the most convenient time and place for the trainees to take the exams.

The entire staff was involved in providing supportive services for the program and these varied widely, including such activities as special tutoring, supplementary materials search, placement and follow up, translations for the non-English speaking and dealing with the inevitable variety of personal problems. In one instance, a female trainee confided that her common law husband was resentful of her being in the program. He came one day to pull her out and was invited by the trainer to sit in with the group and to participate. He was made to feel welcome should he come again and at any time or as often as he wished.

The problem appeared to be two-fold, one of being threatened by the "liberation" of his woman and one of jealous suspicion. Sensitive handling by the trainer allayed his fears and the woman finished the cycle without further interference.

More serious problems were presented by the trainee who had a previous history of arrest, conviction or drug addiction. The job market virtually locked out these trainees. Center personnel worked closely with the Fortune Society and Vera Institute for placement of former convicts. It was found that non-profit, social welfare agencies were more amenable to hiring such trainees when they were assured that the trainees had made the effort to rehabilitate through training. And in some instances the N.Y.I.E.C. itself hired trainee graduates of this category as trainers when they evidenced interest and ability in this area. One of these young men, after the demonstration project ended, was employed by the United States R&D Corp. as a trainer in a Jobs '70 program and at the conclusion of that contract, with two years of experience behind him was able to get a similar job with another training company at a salary of over $10,000.00 a year.

The nature of the program, the commitment of its staff, and the small group structure all fostered deep personal concern for each and every trainee, his problems and their solution.

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JOB DEVELOPMENT

In the first year of the N.Y.I.E.C. Project, staff quickly realized that job development activities had to be run on several levels at the same time, that outside resources must be "sold" on the program and then mobilized, and that staff and trainees alike should be involved in the process.

The advantage to the N.Y.I.E.C. of having the New York Board of Trade as sponsor of the training project was that the Board gave the Centers instant credibility in the business community, provided the background for job development and opened doors for Center personnel. Samples of letters sent by the Chairman of the Board to Board of Trade members are included in this section. The Board of Trade also placed spot announcements on various public service radio time slots.

Letters, phone calls and personal contacts were made by the Executive Director of the N.Y. Board of Trade and his staff, and meetings with business executives were set up so that N.Y.I.E.C. staff could present the story of the Center and interest employers in hiring Center graduates. It was important to establish liaison at top corporate levels in order to provide quick access to personnel departments.

"Selling" a Service to Employers

It was found that for one reason or another — self-interest, public relations, community spirit — most employers would try various available job banks as a source for employees, but if they got "burned," they were not committed to try again. N.Y.I.E.C. staff determined that the Centers would be the *best* job bank, a business-oriented organization, rather than a social agency, which actually provided a service to the potential employer.

Another plus factor, which helped to convince prospective employers, was the Centers' continued involvement with its graduates—post-placement services, periodic follow-ups, personal visits and available counselling resources. N.Y.I.E.C. staff was initially surprised at the favorable response to this feature and then learned to use it when "selling" the program or its graduates.

At the same time that staff was opening doors for IEC graduates, the Center was imparting certain skills to its trainees: interview techniques; competence and ease in test taking; recognition of one's own skills and achievements and the ability to talk about them.

Often the trainee was the best salesman for himself and the program.

His record at N.Y.I.E.C. became important and was treated importantly by Center staff, potential employers and the trainee himself. If a trainee with a poor work record maintained perfect or near perfect attendance during training, the Center could say that the trainee had now established himself as a reliable worker and was ready to handle job responsibilities; the employer could count N.Y.I.E.C. as a reference and say that the trainee had demonstrated interest and determination; the trainee could say he had straightened himself out and that his record at N.Y.I.E.C. proved it.

The Centers learned that completion of training, especially employability preparation, made a Center graduate more competitive in the job market than an off-the-street applicant. The *fact* that he had completed a training program, that special entry on a resume, was a plus factor for most employers. Evidence that this kind of response changed in Phase II and the way in which the job developer handled this change will be described later in this section.

Track Record Was Important

Early successes with employers were always helpful. If the first N.Y.I.E.C graduate to be hired made it, then there wasn't much risk in trying a second one. With some success behind them, Center staff actually developed jobs by telling an employer he should take a good look at some of the graduates before the "sharpest" of trainees found other jobs. Pontential employers were encouraged to talk to the personnel officers of Chemical Bank and Manufacturers Hanover who had had such good experiences with IEC graduates.

Manufacturers Hanover Trust Co., for example, has hired more than 50 N.Y.I.E.C. graduates, all in jobs that have career ladders built in. The bank examined the records of the trainees from the first five cycles and found that the retention rate was 77 per cent. The period of retention included some trainees who had been employed for at least ten months.

In the redistribution of responsibility mentioned in the preceding section, the role of the job developer was defined as follows:

A. To act as a liaison with industry for the Center.
B. To develop jobs and training slots for IEC trainees.
C. To supply job and training information to the trainers.
Preparation of information sheets regarding job-training openings, requirements, and the name of the individual to be contacted in each instance.
D. To arrange for onsite recruitments.
E. To participate, at the trainer's invitation, in group discussions concerning job search, applications, interviews, etc.
F. To keep up-to-date placement records (placement information to be supplied by the trainers.).

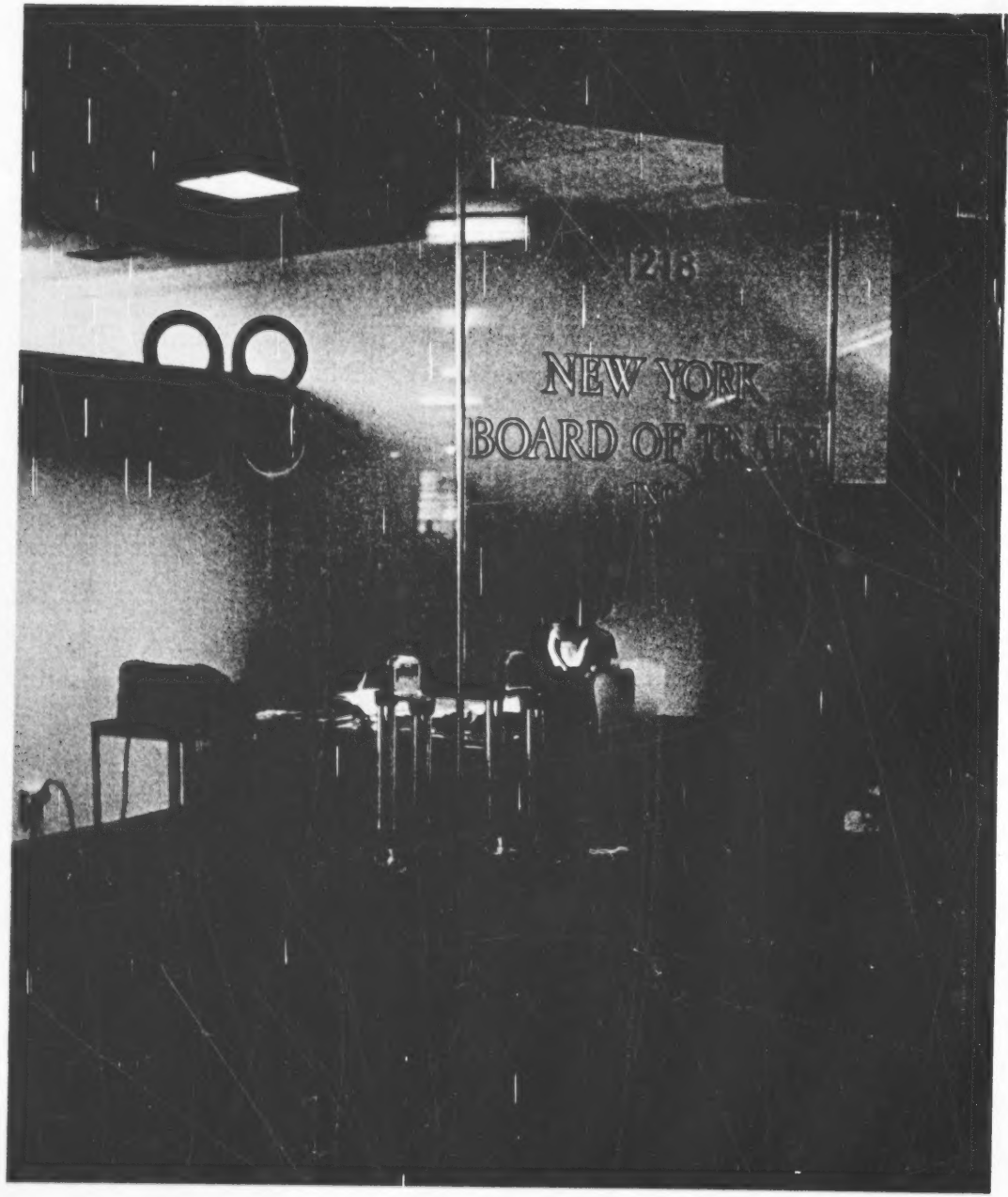
The responsibilities of the trainer in this function were:

A. To aid trainees in arranging appointments for interviews for job openings listed on information sheets supplied by the job developer or in the New York Times, depending on trainee's needs and desires.
B. To supply the job developer with the names and backgrounds of trainees who were interested in meeting with on-site recruiters.
C. To indicate to the job developer trainee's specific interests so that an effort could be made to secure information about that field of endeavor.
D. To assist in vocational counselling for each trainee.
E. To keep a record of placement activities for his group, i.e. trainee's name, interviews arranged, employment status.

A sample of the Job Contact Form, developed at the Center, and a report of one week's activity in job development are included in the appendix. The job description information was mimeographed and distributed. It includes all pertinent information: the name of the company, the title of the position which was open, duties, eligibility requirements (educational, experience, tests, motivation, etc.), training possibilities, number of openings, salary and other benefits, advancement possibilities, and comments by the job developer.

The job developer attended all Job Fairs, searched newspaper ads, made contacts with recruiters in industry as well as recruiters in the colleges of the City University of New York, maintained liaison with the State Employment Service, sought out companies and unions which were under fire for not having minorities in their ranks, and located training programs which provided specific skill training.

A "dry-run" job search in the latter weeks of training was adopted as part of the



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NEW YORK BOARD OF TRADE INC.

April 9, 1970

Dear Member:

The Board has been deeply involved with the sponsorship and support of the New York Industrial Education Center, a combined federally and state funded program managed by the United States Research & Development Corporation.

The New York I.E.C. has already graduated almost 300 disadvantaged persons, many of whom have been hired by member companies. The Center, which operates two "schools," one uptown (2000 Broadway)and one downtown (1 Hudson Street) has recently completed a three month post graduation survey of the first graduating class. Almost 95% of those unemployed who were able to work were placed on jobs. Three months later, 85% of those placed were still working. It is interesting to note that 1/3 of this group had received wage increases, some as high as $30 per week. Twenty-five or over 50% of the night trainees, who are described as "underemployed" had received salary increases or better jobs.

Recently twelve of the graduates obtained their high school diplomas by passing the New York State high school equivalency examination and now have the opportunity to go on to further their education.

A large number of Board members have given this program their fine support, particularly in the area of providing jobs. Our next graduation will be April 30 at the Ethical Culture Society, 2 West 64th Street at 7:30. We hope that there will be a large turn out of Board members for this event so important in the lives of these people who are determined to help themselves.

Another class is starting soon. Please contact Jim Brenner, the Project Director, at 874-3206 for information on how you can participate in this program and help these graduates and your company at the same time.

I am also attaching resumes of past graduates which objectively demonstrate the center's results.

Sincerely,

Holmes Brown

Holmes Brown
Chairman of the Board

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program in Phase II. Both trainers and trainees engaged in this activity and then used this experience in the group sessions to examine the problems and effective techniques. Since this was recognized as only a dry-run, it was less threatening to the trainees who felt that they were better prepared thereafter for the "real thing". One of the ancillary benefits of this procedure was that it gave the job developer, trainers and trainees an opportunity to see the types of employment tests being used. Preparation for test-taking was part of the curriculum at the N.Y.I.E.C.

Supplementary Skills Built Into Program

In the Phase II year the staff attempted to incorporate into the existing curriculum various aspects of the business world which would be beneficial to the trainee population. Curriculum supplements in employment test taking and clerical skills were developed as a result of recommendations by the job development team.

In order to better prepare trainees for tests (such as the Minnesota Clerical, Gates-McGinitie, the Metropolitan Achievement Test, the Wunderlick, State Employment and General Clerical Tests, the ODT, WRAT, and various forms of tests involving abstract and mechanical reasoning), staff worked on a series of exercises involving number matching, name and address matching, filing and general aptitude.

The objective of the exercises was to give the trainees an understanding, not only of specific tasks, but also of broad, transferable concepts. While trainees were never allowed to "practice" on the actual tests which are used by employers, practice on a variety of exercises enabled the trainee to score better on particular types of exercises.

With the tightening up of the job market in the second year, more emphasis was also placed on developing certain minimal skills in typing and clerical and office routine.

A clerical skills supplementary course was

offered one hour a day to trainees interested in clerical work to familiarize them with office functions and procedures and to provide practice in handling routine office tasks. Included in the course were: correct telephone answering procedures; handling visitors and general inquiries; office mail; filing; operation of office machines; purchasing and inventories, etc.

The supplementary typing course was always a favorite of trainees—both those with some basic keyboard knowledge seeking to upgrade their skills and those starting at the beginning.

Changing Job Market

The job developer also found, during the recession period, that some very large firms, under pressure to comply with Equal Employment Opportunity requirements, placed large ads in the "Help Wanted" columns when, in fact, they were doing no hiring at all. Trainees were advised not to waste their time with these companies.

The earlier experience of the trainee's possession of a graduation certificate from a training program being a positive factor also appeared to lessen in the second phase of the program. The job developer, who had developed keen insights into the reactions of potential employers, became aware that scandals attributed to many government sponsored manpower programs, were having a negative effect on employers. She conducted an informal experiment, sending a trainee out twice for the same job opening, first with certificate in hand—an unsuccessful venture — and then appearing as an off-the-street applicant, at which point she was hired. It appeared that "do-nothing" manpower programs were stigmatizing trainees from all programs who were now being viewed as down-trodden unemployables having minimal potential. This was not the case with firms with which the N.Y.I.E.C. had established close contacts and which were well aware of those factors which distinguished the N.Y.I.E.C. from other programs. However, her awareness of this change of attitude on the part of some personnel interviewers prompted the job developer to caution trainees accordingly and in those instances to act as though they were walk-in applicants.

In August, 1969 — the time the N.Y.I.E.C. started to make placements for the first graduating class under Phase I — the unemployment rate in New York City was 2.9. By the time placements were sought for the first graduates of Phase II, the rate had risen to 4.3; by April, 1971 it was 4.8; and at the time of graduation of the last cycle, October, 1971, it had climbed above six per cent.

While most of the "old satisfied customers," such as banks, agreed to interview some of the trainee graduates, many had curtailed hiring altogether, and it was necessary to look for new sources of employment. Leads were developed into large manpower consortiums, including the Chamber of Commerce Jobs 70 consortium where the N.Y.I.E.C. graduate would be screened by consortium managers and then referred to a prospective employer for interviewing and further testing. If selected, the graduate would receive a starting salary of $85.00 and 13 weeks of advanced clerical training before permanent assignment to the employer's work site.

The establishment of the Job Control Center of New York State Employment Service, however, tightened the allocation of available training slots, and it was no longer possible for the Center to refer trainees to programs and then, if they were accepted, have them certified. Many programs, including those under Chamber of Commerce auspices, would no longer accept direct N.Y.I.E.C. referrals.

Other drawbacks to these training programs were the requirements — such as high school degrees or clean drug and arrest records — which automatically precluded several N.Y.I.E.C. graduates. The Chamber of Commerce programs, for instance, required a sixth grade reading level. Since approximately 173 of the 200 trainees who started the first cycle in Phase II tested out at scores lower than 6.0 in reading, eligibility to training was not an easy task. And, since the average grade increase for overall performance was about 1.8, the chances for those reading below a fourth grade level at pre-enrollment were not particularly good.

Similar minimum requirements also existed for the American Institute of Banking projects. Both the Chamber and AIB programs expressed interest in hiring N.Y.I.E.C. graduates. Nevertheless, a shortage of operational training programs had reduced the number of placements in this field.

The development of jobs continued to become more difficult. In early March, 1971, one of the job developers called 63 of the largest companies in New York, those employing 5,000 or more persons, and received only seven positive responses. Another survey conducted in May to 50 small employers produced not one positive answer.

It was in response to the above that the Centers experimented with a number of job searches in which both trainers and trainees devoted entire days to developing employment possibilities. Trainees who had not been referred to the Center by State Manpower Centers were encouraged to register at their local office, thus qualifying themselves for future training placements. A number of companies which were not currently hiring participated in the job searches by allowing N.Y.I.E.C. trainees to undergo the full employment process — application, test and interview. Other companies were invited to the Center to make presentations on available positions and prerequisite requirements.

The rising unemployment rate, changing manpower selection systems and a shortage

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of skill training programs all contributed to a difficult, and often frustrating year in job development for Phase II.

A final factor adversely affecting trainees in the last cycle of Phase II was the unavailability of funds from MDTA for trainee allowances. Although the registrants for this cycle were advised of this possibility and expressed the desire to have the training even without stipends, attendance was seriously curtailed when the trainee was unable to afford the subway fare to come in five days a week and the dropout rate exceeded that of any previous cycle.

However, the increase in staff assigned to job development and vocational counseling, adaptation to the changes noted and intensification of effort began to yield results. While the job placement rate for graduates of the early Phase I cycles ranged between 68.4 and 91.6 per cent, Phase II placement rates, even in the recession-hit period when unemployment had increased significantly and when employers were able to cream applicants had a range from 57.5 to 81.7 per cent.

Staff was always alert to such variations in the employment scene and adapted to them.

JOB PLACEMENT AND FOLLOW UP

Placement was a continuing process, one that extended into the three month period following graduation. If, during this period, it was determined that a layoff had taken place, the job developer and counselor made every effort to help the graduate find a new job. Placement efforts concentrated on three major areas: jobs, other training programs, such as on-the-job training, or enrollment in schools or colleges.

At 30 days and 90 days after completion of each training cycle, N.Y.I.E.C. staff attempted to recontact the graduates to determine their current employment and income situations and to offer continued placement and supportive services.

For Phase I, as of 90 days post enrollment, the centers had placed in jobs or training 268 graduates who had been previously unemployed, or 82.5 per cent of the 325 former trainees with whom contact could be made.

Of those who had been employed, part-time or full time pre-enrollment and during training, 59 out of 119 (50 per cent) who could be reached for follow-up at 90 days had been upgraded; that is, they had moved on to better jobs, been promoted or received salary increases.

The aggregate individual earnings increase for Phase I graduates, projected annually, was $848,876.00. The average indiviaual earnings increase, projected annually (excluding graduates who could not be reached for follow-up),, was $1,729.00. It must be remembered, though, that this average includes both those who had been previously unemployed, for whom increased earnings were more than double this amount, and those who were employed throughout, 50 per cent of whom received no salary increases.

For Phase II, when the unemployment rate in New York City had almost doubled, the placement rate of N.Y.I.E.C. graduates was 70.7 per cent and the per cent of previously employed graduates who had been upgraded by 90 days post enrollment was 26.6 per cent.

In this second phase, the aggregate individual earnings increase projected annually was $975,352.00 and the average increase per graduate was $2,212,00.

The placement summary for Phases I and II follows:

PLACEMENT SUMMARY
PHASE I

	No.	%
Total No. of graduates:	568	
Unemployed pre-enrollment:	402	
Employed part-time pre-enrollment:	17	
Employed full-time pre-enrollment:	149	
Placement post enrollment:		
Of total unemployed pre-enrollment:	402	(100 %)
Unable to contact:	77	(19 %)
Of total contacted:	325	(100 %)
Placed in full-time jobs:	257	
Placed in part-time jobs:	1	
Placed in vocational training:	9	
Placed in college:	1	
Total placed:	268	82.5 %

Of those 268 placements, 202 had been made within 30 days of graduation.

PLACEMENT SUMMARY
PHASE II

	No.	%
Total No. of graduates:	492	
Unemployed pre-enrollment:	396	
Employed part-time pre-enrollment:	27	
Employed full-time pre-enrollment:	69	
Placement post enrollment:		
Of total unemployed pre-enrollment:	396	(100%)
Unable to contact:	61	(15.4%
Of total contacted:	335	(100%
Placed in Full-time jobs:	197	
Placed in part-time jobs:	13	
Placed in vocational training:	25	70.7%
Placed in college:	2	
Total placed:	237	

Of those 237 placements, 213 had been made within 30 days of graduation.

The summary of those who were upgraded in jobs, based on data obtainable at the end of one month and three months after graduation follows for each phase of the project, indicating, too, the average increase in salary:

UPGRADING SUMMARY
PHASE I

30 DAYS:

Of total employed pre-enrollment:	166
No. contacted 30 days later:	148
No. upgraded:	20
No. not upgraded:	128
Average increase in salary of those upgraded (projected annually):	$906.80

90 DAYS:

No. contacted 90 days later:	119
No. upgraded:	59
No. not upgraded:	60
Average increase in salary of those upgraded (projected annually)	$1,063.84

UPGRADING SUMMARY
PHASE II

30 DAYS:

Of total employed pre-enrollment:	96
No. contacted 30 days later:	66
No. upgraded:	20
No. not upgraded:	46
Average increase in salary of those upgraded (projected annually):	$1,413.95

90 DAYS:

No. contacted 90 days later:	79
No. upgraded:	21
No. not upgraded:	58
Average increase in salary of those upgraded (projected annually):	$1,273.33

In examining the "Employment Impact of N.Y.I.E.C. Training," the Cornell evaluation report stated:

"Since the principal objective of the N.Y.I.E.C. program is to reduce both unemployment and underemployment, the evaluation team sought additional data concerning the feelings of respondents concerning the utility of the program in increasing their job success.

"In response to the question as to whether or not the N.Y.I.E.C. program had enabled them to secure employment, 51.5 per cent of the graduates answered positively. The significance of this figure is suggested by the fact that 52.9 per cent of the graduates indicated that they were unemployed at the time of enrollment in the project and that their primary objective in attending was to secure employment.

. . "The respondents were also asked whether they had received a job promotion since enrolling in the program. 40 per cent of the graduates responded positively in contrast to only 18.4 per cent of the dropouts. As these figures indicate, individuals that complete the program are more than twice as likely as dropouts to receive subsequent job promotions. Finally, the evaluation team sought to ascertain whether respondents believed that the training they received in the program helped them in the performance of their existing jobs. 52 per cent of the graduates indicated that the program had been of such benefit as compared to only 23.8 per cent of the dropouts."

As to earnings increase, the Cornell survey, which was based on data from three sample groups: graduates, dropouts and rejects, found *"that to have graduated from the program as opposed to having been a reject from the program will mean an additional net weekly income of $26.08. This would amount, assuming that the graduate maintained his advantage throughout the year to $1,356 per annum...An approximately conservative estimate within this range then would be that to enter and graduate from the program will mean $1000 per year in average earnings more than if the individual had not entered the program."*

Center staff also analyzed the placement data of four cycles in relation to various characteristics of the trainee population, i.e. grade levels, family size, sex, age and race. The charts which follow indicate that the

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highest increases in earnings were achieved by those with large families, grade levels over 6.0, the age group from 16 to 21, blacks (as opposed to other ethnic and racial groups), and males as opposed to females.

It was clearly demonstrated in the first cycle that increased earning power had a direct relationship to academic skills. The one-third of the graduates who scored lowest in English and math had attained a 44 per cent increase in gross earnings after the program, the middle third attained an 88 per cent increase in gross earnings and the top third academically achieved a 118 per cent increase in gross earnings.

Categories of jobs filled were generally entry-level positions in the financial, advertising and general service industries. Others moved into city and state agencies, skill training programs, apprenticeships in craft unions and some went on to higher education after earning their high school equivalency diplomas. Names of close to 300 employers with whom N.Y.I.E.C. graduates were placed are included at the end of this section.

Records of early classes show a job retention rate of 85 per cent, with half receiving their salary increases and promotions within three months on the job.

The Cornell study also sought employer responses and found that *"the retention rate among program graduates as opposed to regular gate hires was higher.*

COMPARISON OF ADJUSTED GROSS INCOME FOR IEC GRADUATES (OF FIRST 4 CYCLES) PRE-ENROLLMENT AND 90 DAYS AFTER COMPLETION OF TRAINING AS RELATED TO CERTAIN CHARACTERISTICS OF TRAINEE POPULATION PRE-ENROLLMENT GRADE LEVEL AND FAMILY SIZE

	Grade Level 0.1-3.9	Grade Level 4.0-5.9	Grade Level 6.0 or more	Grade Level unknown	Small Family (3 or less)	Medium Family (4-6)	Large Family (7 or more)
Pre-Enrollment	$242,383	$86.393	$50,003	$30,354	$244,899	$130,665	$33,571
Post + 90 Days	398,138	166,507	107,328	58,279	380,021	281,182	69,048
% of Increase	65 %	92 %	110 %	91 %	55 %	110 %	160 %

COMPARISON OF ADJUSTED GROSS INCOME FOR IEC GRADUATES (OF FIRST 4 CYCLES) PRE-ENROLLMENT AND 90 DAYS AFTER COMPLETION OF TRAINING AS RELATED TO CERTAIN CHARACTERISTCS OF TRAINEE POPULATION (SEX, AGE, RACE)

	Male	Female	16-21 Yrs of Age	22Yrs & older	Black	Other than Black
Pre-Enrollment	$211,382	$197,753	$96,595	$312,540	$226,363	$182,772
Post + 90 Days	400,254	329,998	252,207	478,044	418,156	312,096
% of Increase	89 %	66 %	160 %	53 %	84 %	77 %

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PLACEMENT DATA

NAME OF EMPLOYER OR TRAINING INSTITUTION WHICH ACCEPTED IEC GRADUATES PARTIAL LIST

A

ABC Air Freight
ABC Mailing Service
Accurate Letter Co.
Alvin J. Bart
American Direct Mail
Anaconda Corporation
A & P Food Stores
Apprenticeship Brick Layer's Union
Art Show
Art Steel Co.
A & S Dept. Store
ASPCA
A T & T
A-Z Vending
Azuma

B

B. Altman
Babi Sportswear
Bankers Trust
Bank of North America
BFI
Bloomingdale's Dept. Store
Board of Education - PS 28
Bobby Ann Dress Shop
Book of the Month Club
Bowker & Co.
Bronx River Training Center
Bronx State Hospital
Brookdale Hospital
Brooklyn College
Brooklyn Union School
Brownsville Day Care
Bush Jewelers

C

Catholic Charities
C.E. Hughes HS.
Celebrity, Inc.
Central Commercial H.S.
Chase Manhattan Bank
Chemical Bank
Children's Physchiatric Hospital
Chock Full o' Nuts
Coca-Cola Exporters
College for Human Services
Columbia University
Coney Island Nursing Home
Consortium, Advertising
Continental Can Company
Crown Textiles
Cumberland Hospital

D

D' Agostino Brothers
Dancer Fitzgerald & Sample
Deepdale Gen. Hospital
Dept. of Housing
Diamond Rutman and Castillo
Dist No. 15 School Ed. Assistant
Doctor's Hospital
Dorer Publications Inc.
Drakes Bakery

E

Eastchester Nursing Home
East Harlem Maintenance
East Side Barber Shop
Eighth Street Playhouse
Elaine Cleaners
Equitable Life Insurance
Ernest Engees
Esso Humble Oil Company

F

Fashion Mode
F & C Dress Company
Fifth Avenue Card Shop
First National City Bank
Fordham Hospital
Franklin National Bank

G

Germain School of Photography
Gimbels Department Store
Great Eastern Woolen Co.
Gold Valley Restaurant

H

Halle Inc.
Harlem Teams for Selfhelp
Harry Berin
Health & Hosoital Corporation
Hewing Marvic Co.
Highlander Ltd.
Hilton Hotel
Hollys Stores
Holmes Protection, Inc.
Home Insurance Company
Horn & Hardart
Hospital for Joint Diseases
Hostos College
Housing Authority
Hudson Shacks
Humble Oil Corporation

I

I.D. Watch Co.
Industrial Accoustics
Intaglio Service Corporation
Iron Workers Union

J

J.A.P. (Brooklyn) Masonry Training
Jacobi Hospital
Jean Nate Co.
Jewish Hospital of Brooklyn
Joan of Arc Jr. High School
J. Fensters & Sons
John's Bargain Store
Joint Apprenticeship, Carpenters Union
Joint Apprenticeship Program
Jorgensen Co.
Joyra Corp.
Juan's Candy Store

K

Kelly St. Block Assoc.
K.K. Liquor Store
Knickerbocker Hospital
Krengel Inc.

L

Laboratory Tech. Training Program
Leake & Watts
Lenhill Realty
Lenox Hill Hospital
Lessic Daycare Center
Liberal Party
Liberty Park Truck Driver
L.M.C. Data Inc.
Long Island Press

M

Macys Department Store
Madison Cleaning Corp.
Madison Square Garden
Majestic Photo Studio
Malabee Cleaners
Manhattan Community College
Manufacturers Hanover Trust Co.
Manpower Training Centers
Marcine Liquor Store
Margin
Mays Department Store
McKissick Enterprises (Meat Cutter Trainee)
Merchant Marine
Metropolitan Life Insurance Co.
Midtown Manhattan Adult Ed.
Mike's Portrait Studio
Ministry of Trade Industry
Mobil Oil Co.
Model Cities
Montgomery Ward
Morales Bros. Inc.
Morris Moskowitz
Mr. Tuxedo
Mt. Sinai Hospital

N

National Bank of North America
NBC Mail Room
Neighborhood Youth Corp.
N.Y. Community College
N.Y.C. Council Against Poverty
N.Y.C. Department of Welfare
N.Y.C. Fire Dept.
New York City Housing Department
New York IEC
New York State Insurance Fund.
New York Telephone Company

O

OIC Business Administration Training Program
Opto Roth Co.
Original Knits

P

Parks Department
Pasner Sewing Machine
Plymouth Department Store
Printing Press Union
Prospect High School
Prudential Ins. Co.
P.S. No. 282 Brooklyn
P.S. No. 208 Manhattan

R

Rainbow Department Store
Ralco Corporation
RCA Global Communications
RCA Institute
Real Great Society
REE Mill
R.J. Donnelly & Company
Roosevelt High School
Rosenberg & Cohen Inc.
Rotodyne
Royal Detective Agency
Royal Globe Insurance Co.
Rouben H. Donnelly Corp.
Rufino Liquor

S

Sears Roebuck
SEEK CUNY
SEEK Queensborough Community College
Self Care Nursing Home
Self Help Community Service
S. & L. Manufacturing Co.
S.O. Textiles
Shultz Co.
Smith Greenland
Spiros Florist Shop
St. Ann's Church
Standard Maintenance

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Standard Stamp Company
State Farm Insurance
St. Barnabas Hospital
Sterling Drugs
Sternbent
Strauss Stores
St. Vincent's Hospital
Sunray Food Store

T

Taystee Baking Company
Terminal Belt Co.
Tower Fashions

U

Union News Company
Urban Center
Urban League
U.S. Bureau of the Census
U.S. Army
U.S. Coast Guard
U.S. Post Office

V

Veterans Administration Hospital
VISTA

W

Washington Beef
Waykaugh Hospital
Wearever Shower Curtain
Western Electric
Western Union
William Iselin and Co.
Williamsburg Training Center
WIN Program - LPN Training
WNEW Radio Station
Woolworth Stores

Y

Youngsman Hand Bags
Yonkers Glass Company

Z

Zebra
Zervos Painters

EVALUATION - COST EFFECTIVENESS

In addition to the independent analysis by Cornell University, the New York Industrial Education Centers utilized a computer, cost-effectiveness information system (CEIS) in order to establish an objective measure of public investment in the development of human resources.

The CEIS system measured the government's contribution to N.Y.I.E.C. operating costs not just as an expense, but as an investment which generated benefits not only for the graduates (in the form of additional earned income), but also for the government itself (in the form of increased taxes on this additional earned income).

In the fifth training cycle at Hudson Street, for example, where the total government contribution was $170,986, the 94 graduates were paying federal income taxes, prior to enrollment, at an estimated annual rate of $4,524.

Ninety days subsequent to completion of their training, however, the 94 graduates were paying federal income taxes at an estimated annual rate of $55,854.

Even assuming no continuing increase in earned income over future years, the government's contribution to this cycle's operating costs should be fully recovered within a period of 3.3 years. Since the working life expectancy of the 94 graduates is considerably in excess of this 3.3 year "payback period," the cost of operating this cycle of training represents a net long-term profit to the government, rather than a short-term expense.

By considering not only federal income taxes but also increased state and local tax revenues, as well as decreased welfare payments, the "profitability" of this training cycle is even more apparent.

Prior to enrollment, the 94 graduates were receiving more in welfare than they were paying in federal, state and local taxes. Ninety days after graduation, the 94 graduates were paying federal, state and local taxes at an annual rate of $82,735 in excess of welfare receipts. This annual increment to net public sector revenue indicates that full recovery of this cycle's operating costs would be made within an "investment payback" period of only 2.0 years.

The federal payback period for all training cycles, including the recessionary period during which the centers operated, averaged 6.7 years. The net increment to public sector revenues as a result of the N.Y.I.E.C. Program indicates full recovery of the public investment within a payback period of only 2.9 years.

Commencement Exercise
Friday, January 30, 1970
Program

Processional	Sandra Baxter
Master of Ceremonies	Baltimore Scott *Executive Vice President, U.S. R & D Corp.*
Welcome	William F. Haddad *President and Chairman of the Board, U.S. R & D Corp.*
Guest Speaker	Hon. Shirley Chisholm *U.S. Congresswoman, 12th Congressional District of New York*
Remarks	Neil H. Anderson *Executive Director, New York Board of Trade*
	C. James Brenner *Project Director, N.Y.I.E.C.*
	Eugene N. Newport *Center Director, 2000 Broadway*
	Samuel E. Williamson *Center Director, 1 Hudson Street*
Graduate Speeches	Lillian Brown Shirley Ward Hodari Maskini Henry Petrassi
Diplomas	William Robinson *Training Director*
	Donald Allen *Training Director*
Honors and Awards	Russell Natson *Deputy Director, 2000 Broadway*
Closing Remarks	Baltimore Scott *Executive Vice President, U.S. R & D Corp.*

CONCLUSIONS AND RECOMMENDATIONS

By whatever criteria have been used to judge a training program for disadvantaged adults, including both objective and subjective data, the New York Industrial Education Centers were a success: in the employability of its graduates; the job placement, job retention and promotion rates; the significant increases in academic achievement; the marked increase in earning power; reduced welfare dependency; improved attitudes towards self, family, jobs and society; and the short-term governmental investment leading to potentially long-term gains in tax revenues.

The results contrast sharply with those of other job-oriented training programs, including those sponsored by municipal agencies, according to press reports. The results of one such program, described in the New York Times in March of 1972, indicated that less than ten per cent of its original enrollees were holding jobs ninety days after the termination of training. The per capita cost per enrollee in that program was almost two and one-half times the comparable cost of training at the N.Y.I.E.C.

Such data is not often available. In fact, the Cornell evaluation staff, in its report, noted that in preparation for their study of the N.Y.I.E.C., they had *"reviewed a large number of evaluation reports on specific manpower projects and found few adequate examples of attempts to measure on a reasonably reliable basis the individual and public benefits of such projects"*. They further stated: *"We believe it is to the credit of the N.Y.I.E.C. Project and its staff that it sought such an evaluation and cooperated fully with its conduct and completion"*.

Certain facts and insights do emerge from the experience with the N.Y.I.E.C.:

There is a direct correlation between

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improved acadamic achievement and improved earning power.

The H.R.D. training is a valuable and constructive component of a manpower development program, increasing the effectiveness, confidence and stability of the enrollee, both at home and at work. This view was shared by trainees, program staff and employers.

The use of paraprofessionals as trainers has a plus quality.

The sponsorship, consultation and technical assistance of an association representing business and industry helped to provide credibility and acceptance by the business community, thereby facilitating job development and placement.

The use of the United States R. & D. Corp. learning materials, developed specifically for the target population and geared to their interests and experience, was effective in improving reading and math skills.

The structured auxiliary services enlisted in this program, including job development, counseling, medical examinations, legal and other supportive services are essential in dealing with the plethora of problems afflicting the disadvantaged adult.

The use of video tape equipment for role-playing and the cassette recorders for individual learning were effective tools in such a program.

Although trainees sought enrollment even without the assurance that stipends would be paid in two of the cycles, it was evident that sustained attendance could not be achieved under such circumstances, except for a limited few, carfare and child care being major problems.

A variety of courses offered as electives enable trainees to engage in creative and satisfying activities which, in turn, enhance the total learning experience.

Preparation in test-taking is a valuable adjunct to an ABE program.

Eliminating poverty is good business.

Recommendations:

1. The program should be of longer duration. The Cornell evaluation indicated this recommendation to be supported by responses from 88.9 per cent of the graduates as well as being *"the opinion of the educational expert attached to the evaluation team who felt the program should also be extended in order to enhance the educational achievement of the project graduates."*

2. Such a program should not be permitted to fold at the conclusion of its demonstration period. Funding should be ongoing, once the viability of the program has been ascertained. In the two years that the N.Y.I.E.C.'s were in operation, they had achieved a reputation in the communities from which the trainees came and amongst the various referral agencies, a reputation which brought innumerable requests for admission long after the program ended.

3. Human Resource Development (HRD) training, which is motivational, confidence-building, oriented towards familiarizing the trainee with the contemporary world of work and its interrelationships and which also develops the ancillary skills needed to succeed in the job market, should be included in all ABE programs.

4. ABE programs should permit the flexibility to include English as a second language, GED preparation, clerical and typing skills and such other components as may be deemed necessary to meet the needs of the target population in a given area.

APPENDIX I*

SAMPLE AUTHOBIOGRAPHICAL SKETCHES PREPARED BY THE STAFF MEMBERS FOR INCLUSION IN THE TRAINEE HANDBOOK

S.E.W. - Center Director

Sam was born in Washington, D.C., grew up there and went to school, supporting himself through various gigs, hustling pool, playing craps, numbers writing, etc. Later he served in the Army, as First Seargent in an M.P. Company and enjoyed life by playing Army ball.

Subsequently Sam held a variety of jobs with the Federal Government. In the Job Corps he superivised group living, and with the New York City Youth Board he served as a director of a training center working with seventy-five youths in a live-in study program.

Sam joined the staff of United States R & D Corp. three years ago, has been training director in numerous centers, including Statesboro, Georgia; Columbia, South Carolina; Charleston, South Carolina; and Antioch, California. In addition, he was director of a project designed to upgrade skills of the employees of Georgia Kraft Paper Company at the company's two plant sites in Georgia.

P.R. - Training Director

I started my working experience while in college as a Juvenile Matron, from there to Recreation Director for the city of Charleston, West Virginia while attending West Virginia State College. I have also held clerical-administrative positions as typist, statistician, bookeeper, etc., for several years in New York City.

In other areas I have been an Employment Security Specialist in YOC, taught adult education at night, been a substitute teacher days and a recreational therapist in a state mental institution in Cleveland, Ohio.

There have also been stints as social worker and basic education specialist in training programs similar to our own here. Just recently I came back to New York City from Rome, Georgia, where I was a trainer and training director for one of our in-plant training projects.

Welcome to our Center and please feel free to explore and learn as much as possible while you are here.

D.A. - HRD Coordinator

When I was born, my family was living in New Orleans, Louisiana. We left there for New York when I was four years old and have been here since. However, for eight of the years since our move, I've lived in other places: New Orleans for four years of college, two years in Venezuela with the Peace Corps, and two years between Atlanta, Georgia, and Mississippi with the Office of Economic Opportunity in Community Action Programs. I am convinced that the past eight years, and especially the last seven months back here in New York, have contributed most to my development and strength.

G.W. - Basic Education Coordinator

Born and raised in New York City, Harlem. After graduation from High School and, while working as a clerk in the A&P, I was drafted into the Navy for three years. Upon discharge I worked as a secretary-administrative assistant, and as a salesman, truck driver, etc., and also tried my hand as a street hustler before deciding that what I needed was more education. I then enrolled in New York University and stayed for three years.

My work experience has mainly encompassed clerical and administrative functions, leaving me with a vague feeling of dissatisfaction and disaffection as not really contributing anything to life. I was overjoyed when I discovered the Industrial Education Centers of U.S. R&D Corp., and what they were doing in them. I therefore made arrangements to get transferred from the administrative headquarters of U.S. R&D, where I was secretary-administrative assistant to the president, and become a trainer in the center. No experience has been so productive to me in terms of satisfaction and personal gratification. Here we help people, teach them, get them jobs, help them to live better lives. Now I am making a contribution.

P.W. - Job Developer

I was born in Brooklyn, New York, attended Brooklyn Community School, Rhodes High School, New York University and U.C.L.A.

My main interest was technical science. My work experience includes sales of business machinery, stocks and bonds on Wall Street, electronics and Hi-Fi equipment, etc. I moved from sales to quality assurance and secured a position with Telodyne Systems Company in Los Angeles, California. I became dissatisfied with the content of my work, returned to New York City, and happily discovered U.S.R&D Corp. and the work they were doing in the centers. I was fortunate in being able to associate myself with this program where my skills can be useful in a meaningful way - helping people.

T.M.

Born in Rockmart, Georgia, I grew, ran in the woods, swam in the creeks, played football in high school, and them my parents died. Two years later I quit school, joined the

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Air Force as a member of the Air Police and became shiftless. I took the high school equivalency examination and passed it. When I finished my tour of duty in England I attended Barber College in New York City, Central X-Ray School in Newark, Trenton Junior College, Winston Salem State College, then to Kilmer Job Corps. I became involved in this in order to find a way of personally helping, making the system better, of changing it, making things better for people.

After Kilmer closed, I worked in Montclair State Urban Education programs, and as a mathematics teacher at Clinton Place Junior High School. This seems a good program to be active in and here I am.

D.H.

Peace!

My name is D.H., born in Boston, Massachusetts - the home of the bean and the cod.

I was a working Jazz musician for twelve years and, as such, have travelled throughout the country and Canada.

I obtained my high school equivalency diploma in 1967 and entered Manhattan Community College in the Fall of that year, and still attend as a music major, nights.

My interests have taken me to the warm islands of the West Indies, to the cold Green Mountains of Appalachia, and as far east as the Holy City of Mecca-taking pictures and talking to folks.

As a rule I'm quite lazy, but if I can be of service to you, **don't hesitate to speak up.**

D.W.

Born in Charleston, S.C., and now residing permanently in New York City. I received a B.A. in History from Franklin & Marshall College, Lancaster, Pa., in 1969.

As a trainer, I only hope that we can groove together to make this a meaningful ten weeks. I know that you will find our program interesting and worthwhile.

E.B.

I m 26 years old. I was born the middle sister in a family of 3 girls and a youngest boy. I've lived in Maryland most of my life. I've also lived in Michigan where I went to school and Washington, D.C.

I am a Quaker. Right now I live in a commune in Brooklyn with 8 other people many of whom are Quakers also.

Before I came here I worked in the uptown office of U.S.R&D, the organization that runs this place. I was a secretary. Before that I used to be a temporary office worker, assistant nursery school teacher, and employee of the U.S. Government. I also go to school now at night. The school is called GROW and trains people in group relations so that they can then use their skill to work in the community in group work of various kinds.

I hope during this cycle that we learn as much as we can from each other in a short period of time.

R.R.

Hi. I'm a native New Yorker, and attended Roosevelt High School in Minneapolis, Minnesota. Did a swinging four year hitch with the Navy Air Wing as a Radar Airman. I am married to a wonderful woman, and we have four children. I have worked with the United States Department of Agriculture in the Monongahelia National Forest in West Virginia. Following this I moved into the Job Corps Program as a vocational instructor. I'm a private pilot and am presently training for higher F.A.A. ratings. My hobbies are flying and bowling.

K.K.

I began work for the N.Y.I.E.C. after the 1960 Presidental campaign in which I had been active. It was to be a temporary thing, to fill the time and my pockets before school started in January. I am now a fully accredited kindergarten teacher who doesn't know when she will begin her "teaching career" because she likes her "temporary" job so much.

I grew up in Orinda, California, a little town not far from the University of California at Berkeley where I studied. I lived and worked in London for a year after graduation from Berkeley — on the way home I stopped in New York; that was almost four years ago.

C.W.

My name is C "Lefty" W., sometimes known as "Red" and "Downtown Lefty."

Newark, New Jersey is my native home which is about nine miles from New York City.

For most of my life I have lived, worked and engaged in a variety of activities in the Metropolitan area.

For 18 years I worked in the graphic arts industry at various positions. I was a field worker, then job developer for project Total Employment and Manpower for two years.

Some of my activities include:

The Board of New Jersey Regional Drug Abuse Council (past member)
Joint Action in Community Service
Coordinator of Chess Club at Area Board No. 2, of United Community Corporation
Diamond Gloves open amateur lightweight champion

My "activities" also include "flat-foot

hustling in the streets of New York City and Newark.

I would like to share with you the joys and sorrows of my past and hope that you, the trainees, will benefit from my experience.

SUPPORT STAFF

R.Q.

Born in New York City and raised in the heart of Harlem. My school days were nothing to brag about. When I really applied myself and studied, I got high marks. Unfortunately, that didn't happen often. I dropped out in the 10th grade - I was sent to the Reformatory where I did a year.

When I was sent back to "society" I really got jammed-drugs. Thankfully, I kicked, and am off it now for real, and on the road to higher things and a better life. Sam W. and the trainers at the center accepted me as a trainee for the last cycle although they knew full well that I was an ex-addict and subject to a relapse. That was the turning point of my life and I learned that I have to measure up if I want to get what I want out of life and be the man I mean to be.

I know I made wonderful progress and grew during that ten weeks - I like to think that Sam and the staff know it too-and that is the reason they offered me a job on the staff at the center. Wonderful, isn't it. (Note: This young man took and passed the GED test. He is now earning $10,000 a year an the staff of another training program.)

T.G.

Born in Beaver Falls, Pa., a small town near Pittsburg. I dropped out of High School in Beaver Falls, They said nothing to me. I came to New York City and tried to hustle. I'd work at odd jobs, but I'd hustle, because I didn't know how to do anything. I was miserable.

Someone handed me a poster on the street telling about the N.Y.I.E.C. I thought about it, decided to come in and talk to someone there. I liked what I saw and what I heard. I studied hard, attended regularly. I am intent on getting my high school equivalency diploma; then, perhaps, college. I was overjoyed when Mr. Williamson offered me a job in the center. It shows that someone recognizes how hard I'm trying. I still attend school after my working hours at the center are over, and I'm on the right track now.

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APPENDIX II

PROFILES OF SOME GRADUATES OF THE NEW YORK INDUSTRIAL EDUCATION CENTERS

H.M.:

Age 20, black from Mississippi - in New York four months. Family income last year: $2,000. Had limited previous work experience: house painting and Youth Corps - mimeographing department. High School graduate (Indiana).

Stanford Achievement Test	English	Math
Pre test	7.0	4.6
Mid test (5 weeks)	9.0	7.8
Final test	working	

Placement: Advertising Consortium with large advertising company at $80.00 per week while in training to become Assistant Art Director.

H.P.:

Age 18, male, Italian, lives at home, seven in the household. Attended parochial elementary school, public vocational high school, from which he dropped out in the 10th grade. Previous work experience as a stock clerk in a department store for one month, same at a supermarket for one month (both at $65.00 a week), and as a general helper in a hardware company for five months. Left each job because of no chance to advance.

Stanford Achievement Test	English	Math
Pre test	9.2	5.6
Mid test	9.2	9.8
Final test	10.9	10.2

Passed G.E.D. Took Sanitation Department test and received score of 98. Was placed as a mail clerk at $80.00 per week with a large factoring company and has been promoted to position of Senior Clerk within three months (advancement which normally takes one year to achieve), with salary increase.

E.M.:

Age 28, black, mother of three children, received ADC totalling $131.00 a month. Dropped out of vocational high school in the 11th grade. Previous work experience: stamped labels on shoes ($68.00 a week), and worked as an assembler in an electronics plant ($70.00 a week). Last job held in 1965. Had been on public assistance since then.

Stanford Achievement Test	English	Math
Pre test	7.5	3.6
Mid test	8.4	5.8
Final test	8.6	6.5

Passed G.E.D. Placed as a clerk-typist in a large bank at $85.00 a week.

J.B.:

Age 18, male, black from Georgia. Had been in New York for two months before entering program. Lives with sister. Mother's income last year was $480.00 (in Georgia). Completed high school in Georgia - studied auto mechanics. Previous work experience in Georgia - a brick hacker (stacking bricks) - one month.

Stanford Achievement Test	English	Math
Pre test	-	-
Mid test	5.9	4.6
Final test	6.9	8.6

Placement: Accepted as apprentice with major construction union at $112.00 per week.

J.H.:

Age 28, female, black from Georgia. In New York for five and a half years. Mother of three, on public assistance. Dropped out of high school in the 11th grade because of pregnancy. Previous work experience - maintenance at $73.00 per week for six months in 1963. Later worked in a dental office part-time, 1965-69, at $40.00 a week.

Stanford Achievement Test	English	Math
Pre test	2.8	3.1
Mid test	4.8	3.1
Final test	6.1	4.2

Placement: Teacher's aide at Public Elementary School in regular day and after school program, earning $114.00 per week. Now counseling 5th and 6th grade youngsters. She loves her job and says she works at it till 10 or 11 o'clock at night, because every kid has her telephone number and knows he can call her if in trouble.

L.R.:

Age 20, male, Puerto Rican, has lived here for 16 years. Eleven people in the household, eight of whom are under eighteen years of age. Family receives public assistance. Dropped out of high school in the 11th grade, worked as a maintenance man in a furniture store, then served as an infantryman in the army in Vietnam (is partially lame from an injury incurred there).

Stanford Achievement Test	English	Math
Pre test	7.0	5.8
Mid test	7.5	8.2
Final test	7.9	9.4

Took and passed his G.E.D. Chose to turn around and help others as he had been helped. Employed by a New York based company as a "trainer" in a Jobs'70 program in Puerto Rico.

OTHERS INCLUDE:

Black male, married, whose previous work experience included jobs as security guard, shipping clerk and work in a slaughter house for a few months, and as a stage hand. His annual salary for last year was $3,800. Upon completion of the ten week training program he entered a nine month training program in an advertising agency and excel ed to the point where, only four months later, he was elevated to Assistant Media Buyer with a 50 per cent salary increase.

Female, late 20's, married, history of past employment only in domestic work. Wanted to improve skills so she could work in an office. Now employed as a clerk with a telephone directory service at $81.50 per week.

Female, had been on public assistance for a number of years. Placement in bank, has had one full grade promotion with $40.00 increase in weekly salary to $130.00 per week.

Male, black. Placement as an X-ray aide in a large private hospital. Passed G.E.D. Now qualifies for X-ray school.

Two Chinese sisters - English was poor. Whole family on public assistance. Both now working at a bank, entered at $80.00 per week, raised to $85.00.

At least four of the trainees placed with banks had never worked before, were high school dropouts and received public assistance.

A trainee accepted in an apprenticeship program with one of the construction unions was a high school dropout whose only work experience had been as a Western Union messenger for three months.

One trainee was placed as a general clerk with a law firm earning $110.00 per week.

A male from Columbia, South America, who had worked previously as a waiter, obtained, after graduation, the job of accounts clerk for a major bank at $105.00 per week — expects to go to college.

A seventeen year old trainee who had never attended high school returned to school and is attending a public high school.

One of the trainees entered the New Careers Training Program for Social Welfare Aid and is now an Assistant Social Worker in a hospital.

Another accepted as a sheet metal apprentice at $2.34. per hour, plus overtime, had a spotty employment record in the past. Had previously failed the union's examination, but passed it after training.

A trainee who entered with a 7.5 reading score, after ten weeks, tested at 12.9, the highest score that could be measured on the test.

OTHER TRAINEE CASE STUDIES

CC (Male, 18 Years of Age)

CC was 18½ years old when he entered our program. He's bright but unfortunately dropped out of school after the ninth grade. CC's family is on welfare, and he's had several jobs as a dishwasher. He is on probation for third degree assault. CC initially was interested in gaining entrance into a Joint Apprenticeship Program. However, after several discussions with the job developer, it was learned that CC really had no interest in a craft job but was intrigued by the amount of money he could earn in the future. After much thought, CC applied for a position in the mid-level management training program being conducted by a leading advertising firm, and hopes to become a media buyer. CC's starting salary now $88.40 a week.

LF (Male, 20 Years of Age)

LF, a twenty-year old father of two, had a sporadic work history. He had bought a panel truck with his brothers and they worked as contractors delivering furniture. But he was anxious for permanent employment. LF had a problem with English and was referred to the New York IEC by his local State Employment office. LF's word meaning scores, as measured by the Stanford Achievement Test, increased by more than two grade levels. Upon graduation, LF was placed with the A to Z Vending Company, where he was trained as a route salesman and vending machine repairman, earning $90 a week.

RE (Male, 21 Years of Age)

RE lives with his mother, who is on welfare. RE was twenty-one when he entered our program. He had dropped out of school after the ninth grade. His only jobs were as a messenger and restaurant counter clean-up man. RE was interested in communications work and actively participated in the writing of the trainee newspaper and yearbook. RE is now a trainee at a firm in an advertising consortium and hopes to write commercials. RE is now earning $88.40 a week, and upon completion of the nine-month training program, should be placed on a job starting at no less that $6,000 a year.

AJ and JJ (Sisters, 19 and 20 Years of Age, Respectively)

A and J's family was supported by public assistance when they entered our program. The girls had no work history and both had difficulty with English. They were interested in clerical work. A was offered a job as a general clerical worker at New York Telephone Company, and J a filing position at the Home Insurance Company, However, both girls decided to take positions in the typist training program at Manufacturers

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Hanover Trust Company. The girls' combined income of $170 a week was enough to remove their family from the welfare rolls.

AF (Female, 30 Years of Age)

AF is a thirty-year old, single woman from Colombia. She had done clerical work in Colombia but could not find a job in New York because of her lack of facility with the English language. AF took advantage of the ESL class that was available at the Center and since graduation has been working as a typist trainee at Manufacturers Hanover Trust Company. AF's present job pays $80 a week, and she will receive three increases during her first year of employment, bringing her salary to over $90 a week.

JO (Male, 25 Years of Age)

JO was an $85-a-week shipping clerk when he started our night program. He was having difficulty supporting his wife and three children on this salary and entered our program with the hope that after ten weeks of training he would be able to get a better paying job with promotional opportunities. JO is now working for the New York Telephone Company (he had taken their test twice before but had failed it both times), as a storeroom clerk earning $114 a week.

LJ (Female, 27 Years of Age)

LJ was supporting her two daughters on the $230 a month she received from the Welfare Department. She was a high school dropout and had plans to get her GED and go on to college so that she would be able to remove her family from the welfare rolls. LJ is now in a New Careers program at a New York hospital. She is in training for her GED and hopes to become a children's rehabilitation worker. She is now earning $5,700 a year.

HJ, (Female, 20 Years of Age)

HJ was one of the few high school graduates in our first cycle. She was anxious to continue her education, and after graduation, HJ was placed in the College Discovery Program at New York Community College. Her goal is a BA in Liberal Arts. She was offered a job as a business representative with the New York Telephone Company but felt that this would take too much time away from her studies, so she accepted a part-time sales job at Macy's. HJ is earning $2.00 an hour ($40 a week) at Macy's, and she feels that this will be sufficient to cover her expenses while in school.

These are biographical sketches of other successful GED candidates of one cycle:

F.M. is a 23 year old black male. He was an introverted, troubled product of the ghetto. He was extremely bright but really turned inward. He had had drug problems and when he applied for admission, was facing a criminal trial and wanted to impress the probation officers that he was doing something constructive. He was unemployed but we permitted him to enroll in the night GED class. Fred could not, or would not communicate and was reluctant to be drawn into group activities unless coerced. When the cycle ended we employed Fred as "utility" man at the center.

Scores:

	PM	AC
Pre-training	9.8	9.7
Post-training	11.9	12.6

N. W. is a 47 year old male, working at an Employment Agency as a Placement Specialist. He saw one of our recruitment posters in the street and decided to enroll in our night GED training course. Mr. W. dropped out of High School after completing 10th grade, held many odd jobs during the interval, but always regretted not having a high school diploma. He felt held back by its lack and, when an opportunity to rectify this presented itself, he siezed it. He was extremely cooperative and helpful while here and helped his classmates a very great deal. Mr. W's greatest need was self-confidence; we think we helped him gain it.

Scores:

	PM	AC
Pre-training	11.2	11.2
Post-training	11.8	12.6

F. B. is a 53 year old married woman who saw an IEC television spot and decided to come in and enroll in our night GED class. Mrs. B. dropped out of High School in 1932 after completing 10th grade. Mrs. B. raised a daughter, worked at various clerical jobs, learned key punch operation in 1962 and has worked in that field since. She proved bright, alert, cheerful and interested in everything. She always regretted not finishing high school, really enjoyed being here and became the class "mother".

Scores:

	PM	AC
Pre-training	7.3	8.4
Post-training	10.6	11.2

P.C. is 32, married with one child and a native of Honduras. She completed high school in Honduras and also attended a year of Teachers College there. Her only employment since coming to New York was as a cutter in a garment factory. The Center was able to place her in a position as a classroom teacher's aide at a public school in Brooklyn. She ultimately wants to attend college here.

Scores:

	PM	AC
Pre-training	5.4	5.4
Post-training	5.6	7.4

E. W. is a black male, 21 years old and single. He dropped out of school in the 9th grade. Prior to entering the program he had enrolled in, but failed to complete, an electronics course at the RCA Institute. He was employed at R.I., a wholesale garment house, as a stock boy, while training here. He is now working at a catering establishment in Manhattan and trying to enroll in extension courses at N.Y.U. in journalism and sociaology.

Scores:

	PM	AC
Pre-training	10.6	7.1
Post-training	10.6	10.5

J.V. is a 22 year old Puerto Rican single male who dropped out of school in the 8th grade. He is a Vietnam veteran. Prior to entering the program he had been unemployed for five months. He is now enrolled in college preparatory liberal arts courses at the Brooklyn Urban Center and hopes to enter CUNY in February, 1971.

Scores:

	PM	AC
Pre-training	11.2	6.5
Post-training	12.6	11.0

B.B. is a black woman, 28 years old, married with two children. Her formal schooling went as far as the 11th grade. Her work experience prior to entering the program included two years at the Albany Woolen Mill Co. as a spinner. Her last job before coming here was in 1963. Her family has returned to Albany since the conclusion of the program and B. is investigating college possibilities there.

Scores:

	PM	AC
Pre-training	9.6	6.5
Post-training	10.6	12.2

H. V. was born in Santo Domingo. He's 20 and married. He attended school in Santo Domingo until the 11th grade. His work experience includes factory jobs both here and in Santo Domingo. Since finishing the program he has obtained a job as an installer with N.Y. Telephone and plans to attend college later on.

Scores:

	PM	AC
Pre-training	6.4	6.3
Post-training	9.6	12.6

Footnote:

* Samples of other materials referred to as included in the Appendix have been submitted to the Office of Health, Education and Welfare and the New York State Office of Continuing Education in a separate appendix. Inquiries may be made to either of those offices or to United States R&D Corp., One Gulf & Western Plaza, New York, N.Y. 10023.

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